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# English

BOOK TWO FOR CLASS X

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# SECONDARY STAGE
# ENGLISH

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BOOK TWO

For Class X

FOR

SINDH TEXTBOOK BOARD

JAMSHORO

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# 1

## THE VOICE OF GOD

This poem is written by Louis I. Newman (1893-1972). He was born in Providence Rhode Island (USA). He studied at Brown University and after his doctorate lectured at Columbia. He is the author of many books on religious subjects. This poem brings out his religious bent of mind.

I sought to hear the voice of God,

And climbed the topmost steeple,

But God declared : "Go down again,

I dwell among the people."

4

*Louis I. Newman*

A. **Notes:**

**Line 2 : steeple:** ***the tallest part of a religious building.***

B. **Exercise:**

1 Why did author climb the steeple?

2. Why did God tell him to go down again?

3. Say in your own words what you think is the message of this poem.

## THE WISE CALIPH

The Caliph Haroon-ur-Rashid was known and respected for his justice and wisdom. At night, he would disguise himself as a common man and go through the streets of Baghdad. He would mingle with the common people in order to gain first-hand knowledge of their difficulties and problems.

One day, when he was holding court, two men were brought before him. One of them was well-dressed and appeared to be a well-to-do, respectable citizen, while the other seemed to be a beggar, because he was in rags. These two men were holding between them a beautiful white horse. The Qazi approached the Caliph and said to him: "O Leader of the Faithful! I've brought before you a dispute which I could not settle. It is a difficult case, but I am certain that with your knowledge and wisdom, you will pronounce a just decision.

"What is the dispute?" asked the Caliph.

"These two men here are fighting over this horse. Each one of them claims and swears that this horse is his."

"Step forward," the Caliph ordered the well-dressed man, "and let's hear what you've to say."

The man said to the Caliph: "O Leader of the Faithful! I beg to believe me that whatever I say in

your presence shall be the truth. This morning, when I was riding to the city, I saw this beggar limping along ahead of me, on hearing the sound of my horse's hoofs, he turned round and motioned to me to stop. I pulled the reins of my horse. He begged me to give him a ride upto the city gate. He was lame. I felt sorry for him. So I pulled him up behind me on the horse. When we reached the city gate, I stopped and turned round to help him get down. He refused to dismount. I was puzzled, and gently told him to get down because we had reached the city gate. He said: "Why should I get down? I gave you a ride and now you want to rob me of my horse?"

Then the beggar limped forward and said: "O Leader of the Faithful! You are the helper and guardian of the poor. You are a wise and just Caliph. Have pity on me and save me from the cruelty and injustice of this rich man. I can swear that this horse belongs to me. You must be thinking, like everybody else in this court, how a beggar like me can afford to buy and keep such a fine horse. It is because of this horse that I am in rags. Whatever money I had, I spent on this horse. This morning, as I was coming to the city on my horse, I noticed this man walking along the road. When I came close to him, he stopped me and requested me to lend him my horse, for he was in a great hurry to reach the city. Of course, I could not lend my horse to a complete stranger. Could I? Instead, I let him ride my horse, while I sat behind him. As we reached the city gate, he asked me to

get down and leave the horse to him. 'Such a fine horse should not belong to a beggar,' he said. 'Now, be off and don't you mention it to any one. And even if you do, nobody is going to believe you. Now, Sir I beg you to save me from this robber and restore to me what is my own."

" I think this case is not very difficult to decide," said the Caliph to the Qazi. " I shall decide it in a minute. Tell these men to place their hands on the horse, one by one. Let the beggar do it first."

When the beggar touched the horse, it winced as if it did not like the touch of his hand. But at the touch of the rich man's hand, the horse snorted and neighed with pleasure.

"This horse belongs to him," pronounced the Caliph, "Give the horse to its master." Then the Caliph turned to the beggar and said: "You are a liar and a wicked man. You tried to rob an honest and respectable citizen. You deserve severe punishment, but I shall be merciful and forgive you this time, if you, beg forgiveness of this gentleman here."

The rich man readily forgave the beggar and, feeling sorry for him, took out his purse and gave him a handful of gold coins. This noble action of the rich man pleased everybody in the court.

## Exercises

A. **Comprehension:**

1. What was Caliph Haroon-ur-Rashid known and respected for?
2. Why did he go through the streets of Baghdad at night?
3. What did the Qazi say to the Caliph?
4. What was the dispute between the rich man and the beggar?
5. What did the rich man tell the Caliph?
6. What did the beggar tell the Caliph?
7. Why did the beggar refuse to get down the horse?
8. What did the horse do when the beggar touched it?
9. How did the horse feel when the rich man touched it?
10. What did the Caliph say to the beggar?

**B.** Learn the spellings and meanings of the following words from the lesson and use ten of them in sentences of your own:

afford; winced; hinted; claim; puzzled; pronounce; disguise; dismount; dispute; lend; limp; motion; neigh; snort; swear.

**(a)** For each word in list 'A' find a word of similar meaning from list 'B'.

| A | B |
|---|---|
| shiver | beg |

| | |
|---|---|
| astonish | stern |
| cling | confused |
| request | completely |
| stiffen | hide |
| severe | stick |
| utterly | tremble |
| disguise | amaze |
| obvious | mix |
| puzzled | clear |
| mingle | harden |

**(b)** crowd, limp, utter, disguise, claim, motion, gallop.

By using the words given above and changing the form, where necessary, complete the following sentences:

1. A large--------had gathered outside the court.
2. The courtiers--------round the Caliph.
3. The Caliph--------himself as a common man.
4. The people recognized the Caliph in spite of his--------
5. His right leg is shorter than the left leg, so he has a--------in his walk.
6. The rich man saw the lame beggar--------along the road.
7. The beggar--------to him to stop.
8. He stood still and made no--------.
9. He--------a few words and then lost consciousness.
10. To his--------disappointment he failed again in the

examination.

11. The rich man went--------along the road.

12. The horse was running at a--------

13. The rich man and the beggar both--------the horse.

14. Whose--------was found to be true?

**(c)** Complete the following sentences by using suitable phrases from the list given below, in their proper form: be off, pull up, fight over, fight for, feel sorry for, well-to-do, well off, feel ashamed of.

1. He saw two dogs------a bone.

2. From his dress he appears to be a-------citizen.

3. Noticing a fallen tree blocking the road he immediately------his horse.

4. His father was a great leader; he-----the freedom of his country.

5. He was very poor last year but now he seems to be quite------.

6. The master ordered his servant to------ and out of sight.

7. You misbehaved with your teacher and you should---- yourself.

8. The rich man saw the lame beggar and-----him.

**(d)** Make nouns from the verbs given below and use both nouns and verbs in sentences of your own:

beg, live, lend, believe, please, give, speak.

*Example:* speak (V) speech (N)

1. He cannot speak English.

2. He made a speech in Urdu.

(e) Complete the following sentences by using the correct form of the verb/verbs placed in brackets at the end of each sentence.

1. The horseman-------a beggar-------along the road.
(notice, limp)

2. When he------round and------back, the rider and the horse-------.
(turn, look, disappear)

3. The beggar-------to the horse.
(cling)

4. The Caliph-------him-------forward and------his story.
(order,step,tell)

5. Both the men-------on the Holy Book.
(swear)

6. Before the Caliph----------the Court, the Qazi-------two men and a horse.
(enter,bring)

7. The Qazi-------also present in the Court.
(to be)

8. The two men-------over the horse
(fight)

9. The Qazi------not------the case.
(can, decide)

10. He-------the horse with a whip.
(strike)

D. **Composition:**

1. Describe in ten sentences the dispute between the rich man and the beggar.

2. How did the Caliph prove that the beggar was a liar?

E. **Non-textual Exercises:**
**greetings:**

*Example:* "Good morning" is said after midnight and before 12 noon.

"Good afternoon" is said after 12 noon till about sunset.

"Good evening" is said towards sunset until midnight.

"Good night" is said at the end of a visit, late in the evening. It is never said at the beginning of a visit.

*Exercise:* How would you greet someone you visit in the evening?

How would you wish him at the end of your visit?

# PROFESSIONS

## A: Teaching

One Sindhi word for "teacher" is "Akhund". It comes from a Persian word "Kh'andan" which means "to read". It is said that God writes His law on the hearts of men, and a teacher is one who can read what He writes on the human heart. This message is a reflection of God's word found in the sacred writings, as well as enshrined in the work of creation, all of which came from the divine command.

Hence a teacher is a reader par excellence, one who fulfils God's command expressed in the first word of the revelation (Wahi) which says: "Read". The teacher is one who knows how to read God's words, be it written on the human heart, or the Holy Book, or in nature. Hence, our own language possesses a word "Akhund" which is the best expression of a teacher's status and dignity.

Such a high position requires that the teacher strive to be more and more worthy of it. This a teacher does by cultivating several personal and professional qualities. This explains, why people in the East have always had a very high regard for teachers, revering them as holy.

The first and most important quality of a teacher is that he or she loves and appreciates the profession. He must prefer, the welfare and

progress of the students and keep their interests in the first place. He or she has, an awe and respect for the human beings, he or she deals with, since God's law is inscribed upon their hearts. The teachers speak of the wonders of nature with reverence since they have come into being by divine decree. They ponder over the sacred writings, which tell us the meaning of life and the way to live it fully. No other work could please them better.

Another necessary quality of good teachers is thirst for knowledge. Before teaching others to read, they must themselves know how to read. The best teachers are always those who remain students forever. They are humble enough to learn from any and everyone, even those younger or less gifted than themselves. This is why they drink deeply from the sources of truth, beauty and goodness.

A very important quality of a teacher is that he or she not only strives to know what is true, good and beautiful, but also seeks to incorporate these, in the life. They practise what they preach, after the examples of the prophet of God, who taught by the words in the Holy Book as well as by his deeds in everyday life.

**B: Fishing**

About three-fourths of our earth is covered with water, and the rivers and oceans of the world are full of fishes. These fishes are an important source of our food, and millions of people are engaged in

catching fish. This is not just a hobby but an occupation and a flourishing trade. The fishermen sometimes work individually in their small boats and sometimes work together on large boats with machinery needed to catch fish from deep waters. They stay at sea for days and even weeks and return with tons of fish. These ships have proper arrangements for storing the fish so that "catch" is not spoilt before reaching the market.

The fishermen of Pakistan also engage in both kinds of fishing inland or freshwater fishing, and sea or marine fishing. Freshwater fish are caught from rivers, streams, canals, lakes and ponds. This is done with nets of various sizes. These fishermen sometimes need no boats at all. The fish caught from fresh water are usually small but more tasty. They are sold locally as well as sent to the nearby towns.

Marine fishing is done in the Arabian Sea along the coast. In fishing season, boats of all sizes go out, face the dangers of the sea and catch fish. Sometimes the weather turns rough without any warning. These boats are then at the mercy of the storms against which they are quite helpless.

The government is now taking keen interest in improving and modernizing the fish industry. Fishermen are given loans to buy bigger and better boats or trawlers so that they can go farther from the shore and fish in deeper waters. Fishing nets of

good quality are being made available at low prices. Fish harbours and fish markets are being set up. Weather-stations have been built along the coast and on off-shore islands to warn the fishing boats of storms. Some boats are now also fitted with wireless receivers. A Fisheries Training Institute and a Fisheries Technological Laboratory have also been established at Karachi. Several by-products are obtained from fish, for example, glue, manure and liver oil. Fishing is one of our most important industries. But chemical waste and oil thrown in the rivers and the sea are causing damage to the freshwater and marine life.

**Exercises**

**A. Comprehension:**

1. What does "akhund" mean?
2. How does a teacher fulfil God's command?
3. What are the qualities of a teacher?
4. Why is fish important for us?
5. What are the different modes of fishing?
6. Why do people like freshwater fish?
7. Where is marine fishing done in Pakistan?
8. What are the dangers of marine fishing?

**A. Comprehension:**

Explain any one quality of a teacher in your own words.

**C. Fill in the blanks with suitable words from the list given below:**

tasty, by-product, reservoir, carefully, hobby, off-shore, modernizing.

1. The teacher examined each student------.
2. River Indus is an important-------of water for irrigation.
3. Stamp collecting is a good--------.
4. Lunch was very------.
5. They are-------their mill by importing new machinery.
6. Manora is an--------island.
7. Coal-tar is a-------of petrol.

D. **Change into active voice:**

1. Freshwater fish are caught from rivers.
2. This is done with nets of various sizes.
   (begin with They.....)
3. Freshwater fish are considered more tasty.
   (begin with People....)
4. They are sold locally as well as sent to nearby towns.
   (begin with Fishermen.....)
5. Fishermen have been given loans to buy bigger and better boats.
   (begin with the Government...)

E. **Put the verbs in parentheses into the correct tense:**

1. I (stay) here until he (come) back.
2. If you (speak) the truth, I (not punish), you.
3. When he (reach) the station the train (arrive).
4. I (find) the book which I (lose).
5. If you (not hurry) you (miss) the train.
6. If it (not rain) we (go) out for a walk in the evening.
7. If he (study) regularly he (pass) the examination.

8. He (go) to the market and (buy) two exercise books yesterday.

9. I (go) abroad for higher studies as soon as my result (announce).

10. The teacher (Punish the boys who (not do) the homework.

**F. Use "since" or "for" in the following sentences:**

1. It has been raining-----morning.
2. They have been playing football-----one hour.
3. I have been living in this house-----January.
4. She has been suffering from fever-----two days.
5. I have been preparing for the examination ------ Sunday last.
6. He has been building a house------six months.
7. The girl has been making a doll-----noon.
8. He has been studying in this school------1994.

**G. Idioms:**

**1. To back out of something:** to withdraw from an agreement.

*Example:* Once you have made an agreement, you should not try to back out of it.

*Exercise:* Rewrite, using the above idiom in place of the phrase in italics.
You gave your word that you would help. *Don't change your mind now.*
(Substitute the idiom).

**2. To beat about the bush:** to go around the topic in order to avoid the point.

*Example:* If you've got bad news, don't beat about the bush come straight to the point.

*Exercise:* Say exactly what you mean and *stop talking about irrelevant points.*
(Substitute the idiom).

**3.** **To have a bone to pick with someone:** to have a grievance about something.

*Example:* He has a bone to pick with you.

*Exercise:* I have a *small dispute to settle* with you
(Substitute the idiom).

**4.** **To break the ice:** to overcome shyness and put people at ease with one another.

*Example:* Both persons kept quiet, each waiting for the other to break the ice.

*Exercise:* Each felt shy to talk till one of them offered tea to the other and *thus began talking.*
(Substitute the idiom).

**H. Idiomatic Structures explained:**

1. "The rain *came down* steadily" means "The rain poured steadily."

2. "Prices never *come down*" means "Prices never decrease."

3. "He *came down* from Quetta" means "He arrived from Quetta."

4. "Folk stories have *come down* to us from our ancestors" means "Folk stories have been handed down to us by our ancestors."

5. "Stop day dreaming and *come down* to earth" means "Be realistic and stop imagining things."

**1.** Learn the spellings and meanings of the following words from the lesson and use ten of them in sentences of your own.

source; engaged; hobby; individually; recognized; spoilt;

marine; various; tasty; locally; warning; keen; modernizing; available; off-shore; institute; by-products; obtained; glue; liver.

**J. Select words from List A which are similar in meaning to words in List B.**

| A | B |
|---|---|
| reflection | preserved carefully |
| enshrined | image |
| divine | honour |
| dignity | of God |
| par excellence | developing |
| cultivating | the best |
| professional | opinion |
| regard | concerning one's job. |

**K. Choose the right meaning from the brackets:**

| | |
|---|---|
| revering | (reversing, paying respect to, referring) |
| appreciates | (thinks, pays money to, values) |
| inscribed | (demanded, written, described) |
| decree | (certificate, command, temperature) |
| ponders | (thinks about, wanders about, swims about) |
| gifted | (rewarded, talented, indebted) |
| sources | (influences, wounds, fountains) |
| strives | (grows, tries hard, sleeps) |
| incorporate | (put an end to, make part of, make a hole in) |
| status | (a country, position, property) |

## LITTLE THINGS

This poem is written by Julia Carney (1823-1908) She was an American verse writer. She was born in Boston, and died in 1908. Not much is known about her. This poem was first published in 1845. It is a simple children's song to explain that even little things are important.]

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

4.

Little deeds of kindness,
Little words of love,
Make our world an Eden
Like the Heav'n above.

8

*Julia Carney*

A. **Notes**

Line7: Eden means the garden of paradise, where our first parents Adam and Eve lived. An Arab country has the same name, but it is spelt: "Aden".

Line 8: Heav'n = Heaven.

B. **Exercise:**

1. There is a proverb in Urdu and Sindhi which expresses the thought contained in the first verse. What is it?

2. Write five lines about a little act of kindness done by you, and the result of it.

3. Do you remember a time when you were sad, but became happy when some one spoke kindly to you? Describe this in a few lines.

C. **Idiomatic Structures explained:**

1. "Don't *make fun of* me" means "Don't ridicule me."

2. "*Make room for* more passengers" means "Arrange place for more passengers."

3. "His only aim in life is to *make money*" means "He is only interested in earning money."

4. "If you *make a mistake*, you should say you're sorry" means "If you commit a fault, you must apologize."

5. "She spends an hour on her *make-up*" means "She spends an hour on beautifying herself with cosmetics."

D. **Grammatical Structure:**

**Made of:**

*Example:* What are your shoes made of? They are made of leather.

*Exercise:* Complete the following sentences by using words from the brackets (bricks, steel, foam rubber).

1. That house is made of_____

2. This cushion is made of_____

3. These machines are made of_____

E. **Idioms:**

1. **To make the most of:** To take the fullest advantage of the circumstances.
(Substitute this idiom in the exercise)

*Example:* Youth is the best time of one's life so make the most of it.

*Exercise:* He let me use his bicycle for a month so I'm going to *take the fullest advantage* of it.
(Substitute the idiom).

**2.** **To make both ends meet:** to be able to live within one's income.

*Example:* Due to inflation, salaried people can't make both ends meet.

*Exercise:* I had to take up a part-time job to be able to *meet all my expenses.*
(Substitute the idiom).

**Note:** The expressions "meet my both ends" , and "make my both ends meet" are wrong and should never be used.

**3.** *To make one's mouth water:* to cause someone to desire something intensely, especially food.

*Example:* The sight of the food was enough to make his mouth water.

*Exercise:* A soon as we got the smell of food, we *felt a strong desire* to eat.
(Substitute the idiom).

## A VISIT

Mr. Ahmad's class had been planning a picnic for sometime. The Headmaster had allowed them a day's outing and they were to go by the school bus. They were naturally very excited. Mr. Ahmad arranged the visit to a farm with Mr. Hassan, the manager of the Model Agricultural Farm.

It was a pleasant day in April when Mr. Ahmad and his class reached the Model Farm. Mr. Hassan received them at the gate and showed them around. The boys had no idea that an agricultural farm could be so large and interesting. It was the wheat harvesting season. The party saw a huge machine called the "Combine" working in the vast wheat fields. It cut the crop and tied it into sheaves. With one sweep, it seemed to eat up a large area of the golden crop which came out tied into a bundle at the other end. The wheat then went into "Thresher" which separated the grain from the chaff. From one end of the machine fell a golden rain of sweet-smelling wheat, while chaff flew out at the other. The students watched the working of the machine with keen interest. Mr. Hassan said: "The whole process of ploughing, seeding, harvesting and threshing the corn is done with machines on our farm. One man working with this machine can do as much work as one hundred men working without it."

Bilal (One of the students): "Sir, do you get bigger crops in this way"? Mr. Hassan: "O, much

bigger. While an average farm produces 15 to 20 quintals of wheat for every hectare, we produce as much as 60 to 70 quintals."

Bilal: "This is wonderful. But, surely machines do not make the grain."

Mr. Hassan (laughing): "No, certainly not. What, in fact, happens is that first the machines called 'tractors' plough deeper. Then, they prepare the land for sowing much faster. The sowing machine sows the seed very fast, and no seed goes waste. We also select the best seed. Then we use, chemical fertilizers to enrich the soil. We get a lot of canal water but we also irrigate our fields with our own tube-well which can supply water all the year round. Finally, we spray insecticides on our crops to kill germs and harmful insects. So, our farm produces three to four times as much wheat per hectare as an ordinary farm does."

Sarosh (another student): "Do you grow only wheat?"

Mr. Hassan: "No, we grow wheat, maize, cotton, sugar-cane and gram. Moreover, we grow vegetables and we also have a large orchard, where we grow mangoes and oranges."

The party was then taken to the vegetable farm and the visitors were surprised to see growing there such vegetables as were out of season. Mr. Hassan explained that by using

chemical fertilizers, with plentiful supply of water, and with the help of machinery, they could grow, finer and better vegetables in all seasons and in larger quantities. He offered the boys fresh tomatoes and cucumbers. They were washed in running water and the boys ate them with great delight.

It was afternoon by now and Mr. Hassan gave the boys a delicious lunch prepared mainly from the farm's own produce. Later, the students, visited the mango orchard and were delighted to see green fruit, hanging from the branches in large numbers. The trunks of the trees had been white washed with lime and the ground below was neat and clean. They did not see any weeds or wild grasses around. Mr. Hassan told them that it was necessary to protect them from pests and diseases which destroy the plants as well as the fruit.

Mr. Hassan also told the visitors that the farm had been doing so well that they had decided to add a dairy to it. There, finest cows and buffaloes would be kept. He surprised the visitors by telling them that the farm would use an electric milker to milk the animals. Modern machinery would make cream and butter and preserve the milk. He promised to invite Mr. Ahmad and his class when the dairy started working. Mr. Ahmad thanked him. The boys were really happy with their visit and cheered loudly when they left the farm.

While coming back they talked about their visit

to the farm, Bilal said, "We need to establish many such farms throughout the country." Mr. Ahmad agreed with him and said, "I think you are right. In this way we would be able to meet the needs of ever growing population of our country."

## Exercises

A. **Comprehension:**

1. Why were Mr. Ahmad's students excited?
2. What surprised the boys when they reached the model farm?
3. What is the name of the machine working in the wheat field?
4. What does a Thresher do?
5. How are ploughing, seeding and harvesting done on the model farm?
6. How much work can one man do on the machine?
7. What is the average produce from an ordinary farm?
8. What is the produce per hectare on the model farm?
9. Why is there a difference in the output of the two?
10. What do they do to kill germs and insects?
11. What do they grow on the model farm?
12. Why were the boys surprised on the vegetable farm?

B. **Learn the meanings and spellings of the following words from the lesson and use ten of them in sentences of your own:**

planning; model; huge; harvesting; sheaves; fertilizers; enrich; irrigate; orchard; plentiful harmful; delicious.

C. **Complete these sentences with words from the lesson:**

1. The headmaster------them a day's-------.
2. Mr. Hassan received them at the gate and---------- them-------.
3. With one-------it seemed to eat up a large----.
4. The students watched the working of the machine with------interest.
5. No,------not.
6. The sowing machine------the seed well.
7. No seed------waste.
8. We use chemical fertilizers to----------the soil.
9. The visitors were------to see growing there such vegetables as were out of season.
10. He------the boys fresh tomatoes and cucumbers.

D. **Look at these sentences:**

*Indirect:* Mr. Ahmad thanked him.

*Direct:* Mr. Ahmad said: "Thank you."

*Indirect:* Bilal asked Mr. Hassan respectfully if he got bigger crops that way.

*Direct:* Bilal: "Sir, do you get bigger crops that way?"

Now turn the following passage into Direct speech:

Mr. Hassan told the visitors that the farm had been doing so well that they had decided to add a dairy to it. There, finest cows and buffaloes would be kept. The farm would use an electric milker to milk the animals. Modern machinery would make cream and butter.

**Begin like this:**

Mr. Hassan: "The farm has been doing so well that we...."

## E. Passage for dictation:

To show what machines mean to the farmer, experts have calculated that with these modern tools, it takes half an hour to sow a quantity of grain that used to require ten hours. The mowing machine does more in an hour than the scythe would do in seven. Among other modern equipment for the farm may be mentioned the electric milker, the cooler, the cream separator, the feed grinder, the manure spreader and a score of others. Many of them are operated by a petrol engine or a tractor at a great saving of time and labour.

## F. Composition.

*(i)* Narrate in your own words how they get so much produce per hectare on the model farm.

*(ii)* Write ten sentences about the crops grown in your area.

*(iii)* Write ten sentences to show whether modern methods of farming are better, or the old ones.

*(iv)* Write a dialogue between an Inspector of the Department of Agriculture and a farmer discussing the advantages of chemical fertilizers and insecticides sprayed on crops.

## G. Oral Exercise:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| He | | teach | me. |
| The postman | | wear | blue trousers. |
| Our teacher | used to | tell | us jokes. |
| His father | | give | me books. |
| The old man | | come | here often. |

1. Make 15 sentences using the table above.

2. Make more sentences, but use your own words instead of those in column 1.

3. Do the same, using your own words instead of those in columns 3 & 4.

**H. Translation:** Translate the second para of Page 21.

**I. Non-textual Exercises:**

**Adjectives:**

*Examples:* 1. It was a *pleasant* day.

2. A *large* area.

3. An *agricultural* farm is interesting.

*Exercise:* Pick out five adjectives from any paragraph in this lesson and use each of them in your own sentences.

**The weather:**

*Examples:* It is a pleasant day. It's warm and sunny.
It's fine. It isn't raining. It isn't cloudy.

*Exercise:* Write five sentences about the weather you have read now.

**J. Idiomatic Structures explained:**

1. "We *got rid of* the mosquitoes by using insecticide" means "We freed the place of mosquitoes by using insecticide."

2. "Protect the food so that the ants don't *get at* it" means "Protect the food so that the ants don't reach it."

## KING FAISAL

The late King Faisal of Saudi Arabia was born in 1907, and was the second son, of King Abdul Aziz Ibne Sa'ud. He received religious education from his maternal grandfather Sheikh Abdullah bin Abdul Latif. After completing his education at an early age, Faisal started taking interest in the affairs of the State and helped his father in governing the country. He was made Governor of Hijaz, when he was only twenty. Later on, he served as Saudi Foreign Minister visiting several countries of the world where he held important discussions and gained a great deal of experience. He also, had the opportunity of holding the command of the Armed Forces of his country.

After the death of King Abdul Aziz, his eldest son Sa'ud became the King. Faisal was made the Crown Prince and Prime Minister in 1958. Saudi Arabia was in serious difficulties at that time. Faisal used his wisdom and intelligence to overcome these difficulties. In 1960, he resigned from the post of the Prime Minister, but accepted it again in 1962. His elder brother King Sa'ud, fell seriously ill in 1964, and Faisal was chosen as the King by the Council of Ministers.

King Faisal was devoted to Islam. He was a good Muslim and led a simple life. He did his best to see his people live according to the teachings of Islam. He possessed great qualities of leadership and proved to be an able ruler. He loved his people

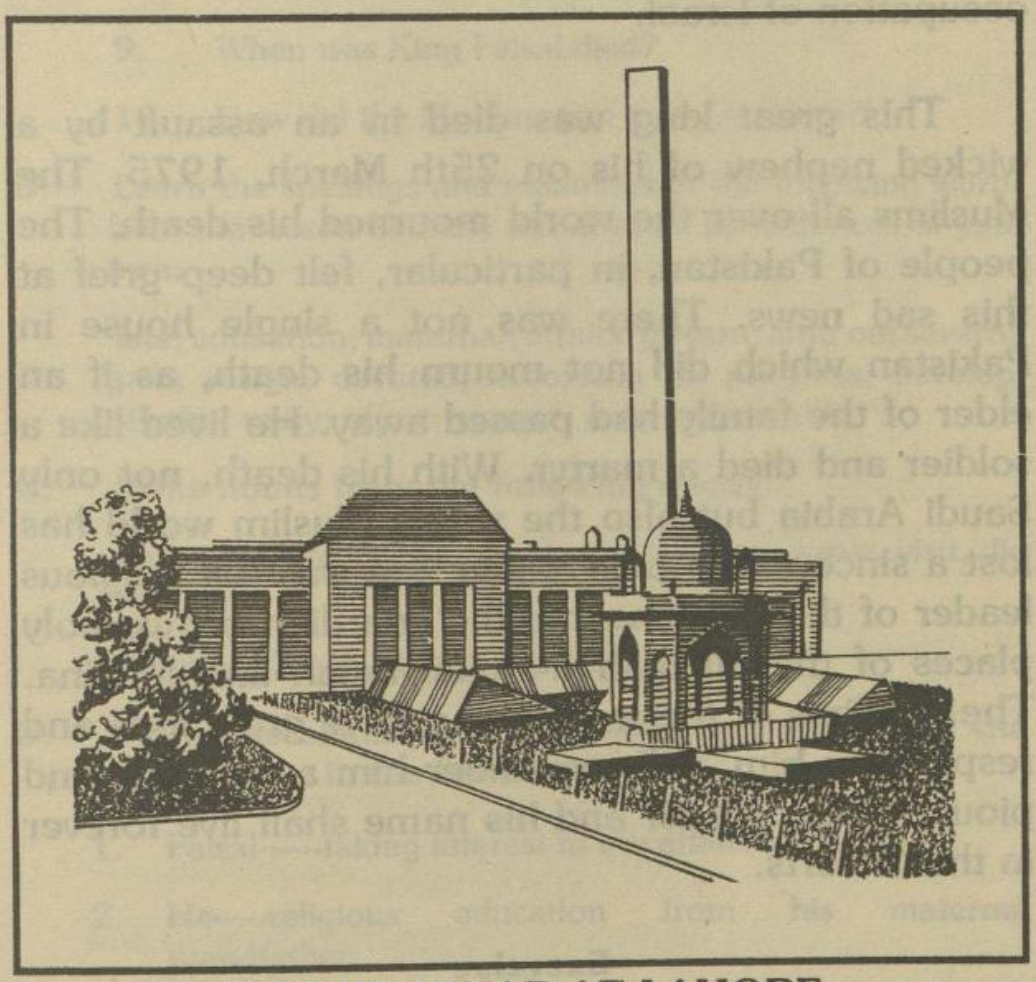
THE LATE KING FAISAL

and ruled the country wisely and justly. Under his rule, Saudı Arabia made great progress in many fields. He spent a lot of money on the development of his country. The main source of income for Saudi Arabia is mineral oil, and he made every effort to increase its production. New factories and mills were set up in Saudi Arabia, and industry made great progress. Vast areas of the desert were irrigated and new lands were brought under cultivation.

Faisal considered education very important for the progress of his people. He opened many schools where education is free for all. He set up several universities, where students are not only given free education but are also awarded stipends to meet other needs as well. He also, spread a net work of hospitals and dispensaries all over his vast kingdom. Now, a bedouin, living even a thousand kilometres from the capital, will find a hospital or dispensary not far from where he lives. If you visit K.S.A–the Kingdom of Saudi Arabia–you will find hundreds of Pakistani doctors, nurses and teachers serving their Arab brethren.

The King helped the needy and the poor and provided many facilities to the pilgrims. He had a strong wish to unite the Muslims of the world and did his best to bring the Muslims living in different countries closer together. His services in making the Muslims conscious of the need for brotherhood can never be forgotten. It is now the duty of the Muslims to continue his struggle for the

achievement of this unity. He practised, what he preached and assisted the Muslim countries of the world. He was an equal partner with Pakistan in holding the Islamic Summit Conference at Lahore in 1974.



SUMMIT MINAR AT LAHORE

King Faisal was a sincere friend and well-wisher of the people of Pakistan. He gave generous help to this country on several occasions. Perhaps no one outside Pakistan could be more unhappy than King Faisal was, on the separation of East Pakistan which is now Bangladesh. He was against the State of

Israel, because of its enmity towards the Arabs. He strengthened the Arabs in their war against Israel. He felt deeply grieved when the Israelites set the Al-Aqsa Mosque on fire. He made every possible effort to get back the Arab territories under the illegal occupation of Israel.

This great king was died in an assault by a wicked nephew of his on 25th March, 1975. The Muslims all over the world mourned his death. The people of Pakistan, in particular, felt deep grief at this sad news. There was not a single house in Pakistan which did not mourn his death, as if an elder of the family had passed away. He lived like a soldier and died a martyr. With his death, not only Saudi Arabia but also the whole Muslim world has lost a sincere and bold leader. He was the religious leader of the Muslims and the guardian of two holy places of the Makkah-al-Mukarramah and Medina. The Muslims of the world, who have great love and respect for him, will remember him as a noble and pious Muslim leader and his name shall live forever in their hearts.

**Exercise**

A. Comprehension:

1. When was King Faisal born?
2. From whom did he receive religious education?
3. When was Faisal made the King?
4. How did Faisal rule Saudi Arabia?

5. How did he develop his country?

6. What were the feelings of King Faisal about Pakistan?

7. Why was King Faisal against the State of Israel?

8. What did Faisal do for the Arabs in their war against Israel?

9. When was King Faisal died?

10. How did the Muslims feel over his death?

B. Learn the spellings and meanings of the following words from the lesson and use ten of them in sentences of your own:

late; education; maternal; affairs; govern; later on; several; gain; resign; devoted; according to; progress; develop; pilgrim; unity; effort; spread; network; assault;

C. **Make nouns from the following words.**

born, educate, resign, move, rule, govern, serve, visit, die develop.

**Example:** born—birth.

D. **Fill in the blanks in the following sentences with the words given in the lesson:**

1. Faisal------taking interest in the affairs of the State.

2. He-----religious education from his maternal grandfather.

3. He-----his father in-----the country.

4. He was------governor of Hijaz when he was only twenty.

5. Later on, he-----as the Saudi Foreign Minister.

6. He also-----the-----of-----the command of the Armed Forces of his country.

7. -----the death of King Abdul Aziz his-----son Sa'ud became the King.

8. Faisal was------the Crown Prince and-----in 1958.

9. Saudi Arabia-----in serious difficulties at that time.

10. Faisal-----his wisdom and intelligence to-----these difficulties.

**E. Passage for dictation:**

King Faisal had a strong wish to unite the Muslims of the world and did his best to bring the Muslims living in the different countries closer together. His services in making the Muslims conscious of the need for brotherhood can never be forgotten.

**F. Composition:**

1. Write ten lines on King Faisal.

2. Write ten lines of King Faisal's efforts to unite the Muslims.

**G. Non-textual Exercises:**

*Earlier, later, the earliest, the latest,* as adverbs.

*Examples:*

1. Earlier, he was made governor.

2. Later, he served as Foreign Minister.

3. Shops open at 9 o'clock at the earliest.

4. They close at 8 o'clock at the latest.

*Exercise:* *Insert* one of the adverbs in brackets.

1. I can come by 6 o'clock at the (earlier, earliest).

2. He must be back home by 6 o'clock at the (latest, later).

3. (Later, latest) they settled along the banks of rivers.

4. (Earlier, earliest) they wandered from place to place.

H. Idiomatic structures explained.

1. "She won't *go into* a dark place alone" means "She won't enter a dark place alone."

2. "They will *go into* mourning for a week" means "They will observe one week mourning."

3. "Don't *go into* petty details" means "Don't enquire minutely about unimportant matters."

4. "Two *goes into* eight four times means "Eight is four times two."

5. "The gate is broad enough for the bus to *go through* " means "The bus can pass through the gate since it is broad enough".

6. "Your application must *go through* the proper channels" means "Your application must be processed through the prescribed steps."

7. "He had to *go through* a lot of trouble" means "He had to suffer a lot of trouble."

8. "This doesn't *go together* with the colour," means "This does not agree with that colour."

## FROM A RAILWAY CARRIAGE

*[This poem is written by Robert Louis Stevenson (1850-1894). He is a Scottish novelist, poet, and essayist. He was born in Edinburgh. His formal education was greatly interrupted by illness, and was frequently taken for holidays. He tried to study engineering, then law. But in 1873, he decided to embark upon a literary career. His novels "Treasure Island" and "Kidnapped" are well known. In another one, "Dr. Jekyll and Mr. Hyde," he shows how every individual has tendencies to do both good and evil. He really loved children and understood them. This poem shows his skill as a poet.]*

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:

All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clambers and scrambles;
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!

Here is a cart run away in the road,
    Lumping along with man and load;
And here is a mill and there is a river;
    Each a glimpse and gone for ever!

16

*Robert Louis Stevenson*

**A: Notes**

**Lines**

1. fairies: beautiful imaginary beings who have magical power.

   witches: wicked old women who could work magic and fly through the air.

2. hedge: a row of bushes or tall plants, forming a boundary,

   ditch: a narrow channel dug in or between fields, or at the side of a road, to hold or carry off water.

3. charge: to attack; here it means to rush forward, move fast.

4. meadow: a grassy field.

6. fly as thick: pass so quickly as if there was no distance between them.

   driving rain: hard, slanting rain.

7. the wink of an eye: the time it takes to shut one eye for a very short time.

8. whistle by: when the fast train goes past a station, a whistling sound is produced.

9. to clamber: to climb with some difficulty.

to scramble: to move with difficulty over rough or steep ground.

10. brambles: thorny bushes which bear the fruit called black berries.

11. tramp: a homeless person who goes from place to place and does no regular work.

12. to string: to make a garland of

daisy: it is one of the commonest wild flowers in Britain.

the green: a grassy common land in a village.

14. to lump: to move heavily and awkwardly.

16. a glimpse: a brief look.

B: **Exercise**

1. What does the poet see from a railway carriage?

2. What pleasures does the railway journey give to the poet?

C. **Idiomatic Structures explained:**

1. "We are six children *in all* " mean "the total number of children is six."

2. "*All at once* a light began to shine" means "Suddenly a light began to shine."

3. "It's *all the same* to me" means "It makes no difference to me."

4. "He's *all alone* in the *world*" means "He has no relatives or friends."

5. "What's it *all about*" mean "What's the matter."

## DIGNITY OF WORK

Akhtar came late from school one day. He was feeling cross and looked untidy. When mother asked him the reason, he did not answer. Everybody was surprised to find him, so. As, the family sat down to lunch, the children's favourite uncle, Mr. Inayat, came to visit them. The children were very happy to see him because he had been to many parts of the world and always told them interesting things. Even Akhtar was not cross any more.

Akhtar's sister Rukhsana told uncle Inayat that he had come home unhappy. Uncle Inayat looked at him and asked him what had happened. He said: "Uncle, we are having the social service work at school and have to do the work of servants and gardeners. The teacher made me dust the cupboard and the desks."

Uncle: Is it work that makes you cross?"

Akhtar: "Should I not be cross if I am made to work like a servant?"

Uncle: "Did your teacher do anything himself?"

Akhtar: " O dear, yes! After we had taken out the desks and chairs, the teacher swept the room and emptied the dustbin. The headmaster cleaned the bathroom, which made us all feel ashamed."

Uncle: "Is it a matter of shame to clean what we

ourselves make dirty?"

Akhtar: "But think of a gentleman cleaning the bathroom; shouldn't the sweeper do it?"

STUDENTS AT SOCIAL WORK

Uncle: "Is the sweeper not a human being."

Akhtar: (quietly) "Yes, he is."

Uncle: "Are not our servants human beings like us?"

Akhtar: "I should say they are."

Uncle: "Then we should treat them as we treat

ourselves and should always be ready to do ourselves what we ask them to do for us."

Akhtar: "But it looks so odd."

Uncle: "Yes, perhaps it does. But this is because we have forgotten the noble example of our Holy Prophet. He would never ask anyone to do anything, which he himself would not do. He loved doing work for himself and for others with his own hands. He repaired his shoes, mended and washed his clothes and swept his room. When the Mosque at Medina was being built, he carried mud and building material. During the Battle of the Khandaq, he joined his companions in digging the trench outside Medina."

Rukhsana: "Were his companions not like him, uncle?"

Uncle: "You are right, Rukhsana. Hazrat Abu Bakar not only did his own work but also fetched water for widows and neighbours who were very old and had no one to work for them. Hazrat Omar once carried on his shoulders a large sack of flour for a needy family. Hazrat Ali laboured in the garden of a Jew and gave away his wages in charity. Hazrat Fatima fetched water, ground corn and swept the house. Caliph Omer bin Abdul Aziz refused to hire a servant to help his wife.

At table, Caliph Mumun-ur-Rashid served not only himself but also his guests. Sultan Nasir-ud-Din earned his living by making caps, and Emperor Aurangzeb by transcribing the Holy Quran."

Akhtar: "But uncle, all these are the stories of the past."

Uncle: "O, no! It happens in the advanced countries even today. They have learned the dignity of work while we have forgotten it. In China everyone has to spend some time each year, working in the fields or in a factory. Even the Prime Minister and his wife do this work. They believe that all ought to work and, no wonder, they are making such quick progress. In the U.S.A., once I stayed with a high government official as a guest. His son, who was just as old as you are, went out early in the morning to sell newspapers. I asked him why he did so. He said that it was simply because he wished to be independent and useful. One day he fell ill. His father went out to deliver the papers for him so that he may not lose his customers. Once, the President's own son took the job of white washing rooms in a hotel."

Rukhsana: "Uncle, did you do any cleaning when you were there?"

Uncle: "O, yes! I lived in a hostel where we

swept our own rooms and cleaned our bathrooms. Once when I needed extra money for books, I washed dishes in a hotel."

Akhtar: "Thank you, uncle. I will never mind working with my hands in future."

**Exercise**

A. Comprehension:

1. Why did Akhtar not answer his mother?
2. What did Mr. Inayat tell the children?
3. What reason did Akhtar give his uncle for being cross?
4. What did the teacher do himself?
5. What did the Holy Prophet love?
6. Were the companions of the Holy Prophet like him?
7. What did Hazrat Abu Bakar do?
8. What did Hazrat Fatima do?
9. How did Sultan Nasir-ud-Din earn his living?
10. What does everyone do in China?

B. Learn the meanings and spellings of the following words from the lesson and use ten of them in sentences of your own:

cross; repaired; favourite; treat; swept; ashamed; trench; odd; mended; fetched; example; human beings.

C. **For each word in list "A" find a word or phrase of similar meaning in list "B".**

| A | B |
|---|---|
| cross | astonished |
| reason | specially liked |
| pleasant | cause |
| surprised | friendly |
| favourite | angry |
| treat | showing high character |
| noble | went for and brought back |
| fetched | developed |
| advanced | behave towards somebody |

D. Look at these sentences:

*Direct:* Rukhsana: "Uncle, Akhtar came home dirty and cross."

*Indirect:* Rukhsana told uncle that Akhtar had come home dirty and cross.

*Direct:* Mr. Inayat (Looking at Akhtar): "Akhtar, what happened?"

*Indirect:* Mr. Inayat looked at Akhtar and asked him what had happened.

Note carefully the changes that happen when we turn direct sentences into indirect sentences; and then do the same to the following sentences carefully.

1. Akhtar : "Uncle, we are having the social service week at school."
2. Akhtar : "The boys are being made to do the work of servants and gardeners."
3. Akhtar : "The teacher made us dust the cupboards and desks."

4. Uncle : "Is it work that makes you cross?"

5. Akhtar : "Should I not be cross if I am made to work like a servant?"

6. Uncle : "Did your teacher do anything?"

7. Akhtar : "The teacher swept the room and emptied the dustbin."

8. Uncle : "Is it a matter of shame to clean what we ourselves make dirty?"

9. Akhtar : "Should not the sweeper do it?"

10. Uncle : "Is sweeper not a human being?"

**E. Passage of dictation:**

We have forgotten the noble example of our Holy Prophet. He would never ask anyone to do anything which he himself would not do. He loved doing work for himself and for others with his own hands. He repaired his shoes, mended and washed his clothes and swept his room. When the Mosque at Medina was being built, he carried mud and building material. During the battle of Khandaq, he joined his companions digging the trench round Medina.

**F. Composition:**

Imagine that you are having the social service week at your school. Describe in a paragraph of ten sentences how you and your guide cleaned and decorated the classroom.

**G. Translation:**

**Translate the following paragraph into Urdu or Sindhi:**

It happens in the advanced countries even today. They have learned the dignity of work while we have forgotten it. In China, everyone has to spend some time each year working in the fields or in a factory. Even, the Prime Minister and his wife do this work. They believe that all ought to work and no

wonder, they are making such quick progress. In the U.S.A., once I stayed with a high Government official as a guest. His son, who was just as old as you are, went out early in the morning to sell newspapers. I asked him why he did so. He said that it was simply because he wished to be independent and useful. One day he fell ill. His father went out to deliver the papers for him so that he may not lose his customers. Once, the President's own son took the job of whitewashing rooms in a hotel.

**H. Idioms:**

1. **By fits and starts:** not steadily or regularly.

*Example:* He can never hold a steady job since he works by fits and starts.

*Exercise:* This watch *works sometimes, but is out of order at other times.*

(Substitute the idiom).

2. ***Day in and day out:*** daily, day after day.

*Example:* I worked day in and day out, for a whole month to prepare for the exams.

*Exercise:* I've been warning you *daily*, that you should bring all your books to school.
(Substitute the idiom).

## A NATION'S STRENGTH

*[This poem is written by Ralph Waldo Emerson (1803-1882). He was born in Boston (USA). He was an essayist, a poet and a philosopher. His philosophy is everlasting, because it arose from a desire to make all things new, to seize life freshly, experience it first hand and use it to build beyond the old.]*

Not gold, but only men can make,
A people great and strong,
Men who, for truth and honour's sake,
Stand fast and suffer long.

Brave men who work while others sleep,
Who dare while other fly
They build a nation's pillars deep,
And lift them to the sky.

*Ralph Waldo Emerson*

A. **Notes:**

**Lines:**

4. to suffer long; to face hardships for a long time.
6. to fly: to run away from.
7. a nation's pillars: columns; here it means that brave men build their nation on foundations of lasting virtue.
8. Lift them to the sky: make their nation famous.

**B. Exercise:**

1. Give in your words the main idea of the poem.

2. Write five sentences on "character".

**C. Idiom.**

**With heart and soul:** all one's energies and interest.

*Example:* It's no use having an employee who does not put heart and soul in his work.

*Exercise:* That teacher is very popular because she *uses all her energy and takes great interest* in her work.
(Substitute the idiom).

**D. Non-textual Exercise:**

**Telling the time:**

*Exercise:* Latif has breakfast at seven o'clock and lunch at one o'clock, but he has a snack at about ten o'clock. At half-past four he has tea. His favourite TV programme is at twenty-past nine. The news is much earlier, at twenty-five-minutes to six. There is an other good programme at a quarter to ten. The transmission ends at midnight.

*Exercise* *(a)* Answer the questions on the above passage.

1. At what time does Latif have breakfast?

2. When does he have lunch?

3. In between, he has a cup of tea. At what time?

4. At what time does he have his afternoon tea?

5. When is his favourite T.V. programme?

6. At what time is the news?

7. There is another good programme later. At what time?

8. When does the transmission end?

**(b)** Match the answer from Column B with the question from Column A.

| ***Column A*** | ***Column B*** |
|---|---|
| 1. When is Latif's breakfast time? | 1. It's at half-past four. |
| 2. When is his tea time? | 2. It's at seven o'clock. |
| 3. When is his favourite T.V programme? | 3. It's at quarter to ten. |
| 4. When is the other good programme. | 4. It's at twenty-past nine. |
| 5. When is the T.V. news? | 5. It's at midnight. |
| 6. What is the closing time? | 6. It's twenty-five minutes to six. |

## BEAUTIFUL HANDS

*[This poem is written by Ellen M. H. Gates (1835-1920). She was born in Torington, Connecticut (USA). She wrote religious songs (hymns) like "The Home of the Soul" and "Eternity" for well-known magazines. Collections of her poems were published in 1897 and 1910.]*

Such beautiful, beautiful hands,
They're neither white nor small;
And you, I know, would scarcely think
That they were fair at all.
I've looked on hands whose form and hue
A sculptor's dream might be,
Yet are these aged wrinkled hands
Most beautiful to me.

Such beautiful, beautiful hands!
Though heart were weary and sad
These patient hands kept toiling on
That the children might be glad,
I almost weep when looking back
To childhood's distant day!
I think how these hands rested not
When mine were at their play.

Such beautiful, beautiful hands!
They're growing feeble now,
And time and pain have left their mark
On hand, and heart and brow.
Alas! alas! the nearing time

And the sad, sad day to me,
When 'neath the daisies, out of sight,
These hands must folded be.

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But oh! beyond the shadowy lands,
Where all is bright and fair,
I know full well these dear old hands
Will palms of victory bear;
When crystal streams, through endless years,
Flow over golden sands,
And where the old are young again.
I'll clasp my mother's hands.

32.

*ELLEN M. H. Gates.*

A. Notes:

| | | |
|---|---|---|
| Fourth stanza, | line 4: | *palms of victory*; these were given to a soldier or an athlete who was victorious. |
| | line 5: | *crystal*: transparent, clearer. |
| | line 8: | *clasp*: hold in hand. |

B. Exercise:

1. In the first stanza, the poetess praises the hands for their spiritual beauty. What words or phrases tell us that they are not pretty in the physical sense?

2. Why does the poetess praise the hands in the second stanza?

3. In the third stanza, what does "these hands must folded be" mean?

4. Who does the poetess praise in this poem?

C. **Idiom:**

**With a high hand:** disregarding the feelings of others.

*Example:* He settled matters with a high hand and ignored the requests of all concerned.

*Exercises:* He is most unpopular because he decides matters *without regarding* the feelings of others. (Substitute the idiom).

## A VILLAGE FAIR

During the summer vacations, Bilal got tired of the city and thought of going somewhere. He decided to spend a few days with his cousin Zubair in his village.

When Bilal got down from the bus, he saw that the village was decorated with buntings and colourful flags. The streets were crowded with men, women and children in a holiday mood. Bilal was pleased to see all this. His cousin welcomed him with open arms. He said that Bilal could not have chosen a better time for his visit as the annual village fair was in full swing.

"What do you want to see first?" asked Zubair.

"I don't know enough of the fair to tell you where to start from," Bilal said.

"Then we'll start with the first interesting thing that comes our way."

The open ground outside the village was crowded with people. Children had gathered around the swings and merry-go-rounds, waiting for their turns.

The two friends moved towards a crowd which had gathered in a big circle. A drum-beating competition was in progress. Eight drummers were

beating their drums. Everyone was trying to do his best to get the first prize. The noise was deafening. The two boys waited for some time but there seemed to be no end to it. So they moved on towards the bazaar.

"I don't remember having seen so many shops in this village," Bilal said.

"You will not see them again till the next annual fair," laughed Zubair. "Most of them are temporary shops set up for the fair. People come from far off places to buy and sell their goods. It is a good time to do business as most of the villagers do their shopping there."

All types of goods from handkerchiefs to farming tools were being sold in the shops. Girls were buying rings and bangles. Women were interested in household goods, specially pottery, milk-churners and toys for the children. Men were buying farming tools and such other articles.

Restaurants were playing popular music and were serving delicious food. They were a great attraction for those who had come from far, and had no relations in the village.

Big crowds had gathered here and there. People were laughing and clapping at whatever they saw. The friends moved towards one of the groups and peeped inside the circle. A bear was tied to a pole. A fight was going on between, the bear and

three fierce dogs.

Bilal said, "I don't like this cruel game. Let's go somewhere else."

Close by, the ever popular monkey man was playing his wooden tambourine to attract the people. The monkey was imitating an angry husband with a furious face, and a proud man walking with his hands folded behind his back and his nose up in the air. The clever monkey also performed some other tricks. The boys enjoyed every bit of this show.

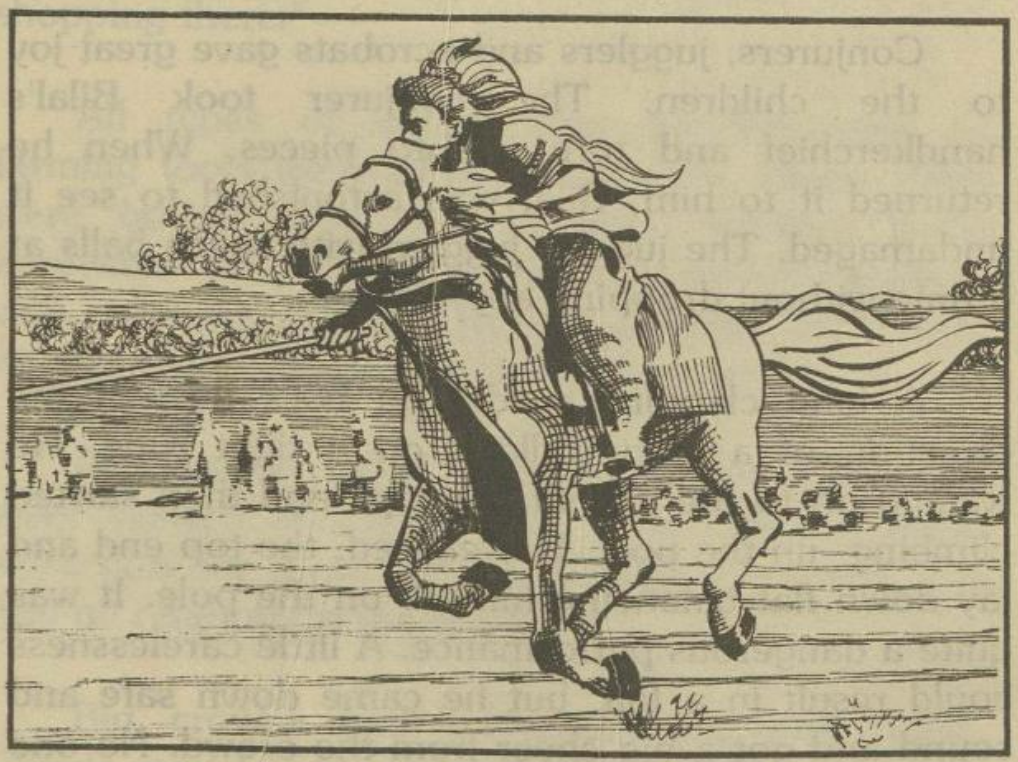
Conjurers, jugglers and acrobats gave great joy to the children. The conjurer took Bilal's handkerchief and tore it into pieces. When he returned it to him, Bilal was astonished to see it undamaged. The juggler juggled with seven balls at a time without dropping any of them.

A loud clapping made the boys turn in the direction of a man walking on a tight rope. He walked on to the end of the rope and then started climbing up the pole. He reached, the top end and lay down flat balancing himself on the pole. It was quite a dangerous performance. A little carelessness could result in a fall, but he came down safe and sound and got a big cheer from the crowd. No one is too old to enjoy the tricks of these entertainers.

There was a special announcement that horse-

races were to start in a few minutes. The friends rushed there to get a place in the front. Proud owners of beautiful horses were making them walk and dance to the music of drums. The riders took their positions, the whistle blew and the horses galloped off. The people shouted with joy when their favourite horse won the race.

Tent-pegging was another popular sport. Wooden pegs were fixed in the ground. The riders had to pull them out with their lances as they rode by at a gallop. The successful riders marched round the field, their lances held up proudly. The people cheered them loudly wherever they went.



TENT PEGGING IN PROGRESS

Then they saw dog races. The dogs chased a rabbit. They were anxious for the rabbit but it

reached the mark safely and vanished under cover just when the dogs came near.

There were still quite a number of things to be seen but the boys were too tired. They turned homeward, tired but happy.

### Exercises

A. Comprehension.

1. Why was the village decorated?
2. Why was it the best time to visit the village?
3. What kinds of shops had been set up for the fair?
4. What was the use of these shops for the villagers?
5. What were the different entertainments in the fair for the children?
6. How did the juggler entertain people?
7. How did the conjurer perform his tricks?
8. What is tent-pegging?
9. What made the dogs run in the dog race?
10. What was the special announcement?

B. Learn the meanings and spellings of the following words from the lesson and use ten of them in sentences of your own:

decorated; colourful; annual; competition; performance; household; deafening; temporary; surprise; pottery; acrobat; damaged; entertainers; announcement.

C. Complete the sentences with suitable (relative) words given below:

Which, who, that, where, whom, when, whose.

1. The drummer_____could beat the longest would get a prize.
2. The two friends moved towards a crowd_____had gathered in a big circle.
3. The food_____we ate was delicious.
4. The man_____we saw climbing the pole had been walking on the tight rope.
5. The rider_____horse had won the race was very happy.
6. I went to the village_____my cousin was living.
7. I visited him_____the village fair was in full swing.

L. Re-write these sentences, so that they are about the past. Add time phrases as in the example.

*Example:* He reads beautifully.

He read beautifully in the English period.

1. We do our homework.
2. The pupils write a composition.
3. My friend walks to school.
4. The Headmaster teaches us English.
5. The peon rings the bell.
6. My mother does not sleep well.
7. His brother loses his book.
8. The eagle flies very high.
9. The cobbler sits under a tree.
10. They grow rice on this farm.

E. Give the degrees of Adjective:

old, young, great, big, far, famous, beautiful, popular, intelligent, delicious.

*Example:* old, older, oldest.

famous, more famous, most famous.

F. Give the three forms of the verb.

Know, hear, learn, sing, listen, read, go, write, make, wear, live.

*Example:* know, knew, known.

G. **Composition:**

Write a short composition on a fair that you have seen.

H. **Non-textual Exercises:** "The first, second and third prizes are cups."

Ordinal numbers The fourth, fifth and sixth position holders will get certificates. There is no reward for coming seventh, eighth, ninth or tenth."

*Examples:* "The schools will close from the eleventh to the twenty first."

*Exercises:* Complete the following sentences about this English textbook.

The first one has been done for you. Do the rest:

1. The first lesson of this book starts on the first page.
2. The second lesson of this book ends on the------page.
3. The third lesson of this book starts on the-----page.
4. The fourth poem of this book starts on the-----page.

5. The fifth picture of this book is on the-------page.
6. The sixth para of the first lesson starts on the-----page.
7. The seventh exercise in this book is one the-----page.
8. The eighth proper noun in this book is one the----page.
10. The tenth verb in this book is on the-----page.

## SPEAK GENTLY

***Anonymous***

Speak gently; it is better far
To rule by love than fear.
Speak gently; let no harsh word mar
The good we may do here.

Speak gently to the little child;
Its love be sure to gain;
Teach it in accents soft and mild,
It may not long remain.

Speak gently to the aged one;
Grieve not the careworn heart;
Whose sands of life are nearly run;
Let such in peace depart.

Speak gently; 'tis a little thing
Dropped in the heart's deep well;
The good, the joy that it may bring
Eternity shall tell.

A: **Notes**

**Lines**

1. gently: softly; kindly.
3. harsh: cruel; angry.
   to mar: to spoil.
7. accents: tone of voice.
10. to grieve: to cause unhappiness to.

careworn: worried; anxious, tired.

11. Whose sands of life are nearly run: whose years of life are nearly spent. This is a metaphor taken from an old fashioned way of telling the time. Sand was dripped through a glass container called an hourglass. When the sand had passed through, it showed an hour had passed.

16. eternity: the life after death: endless future.

B. Exercise

1. What does the poem "Speak Gently" tell you?

2. Which stanza of the poem do you like the best?

## SHOPPING

"Have you finished your breakfast, children?" called Mother from the kitchen.

"Yes, Mother, " answered Najma and Ajmal together. They hurriedly gulped down their tea and went to the kitchen.

"Get ready, both of you, while I do the washing-up."

"Are we going to visit our uncle?" asked Najma.

"No, we go shopping today," said Mother.

"Shopping?" said Ajmal. "We've never gone shopping before Mother."

"Yes, I know. That's because your father always does the shopping. But he's not at home. He's on tour, and it's the beginning of the month. We've run out of groceries and provisions. So we shall have to do the shopping ourselves. Let's hurry then, and get ready."

"It's going to be fun," said Ajmal in excitement.

"I am sure we'll all enjoy it," added Mother.

They stood on the roadside waiting for a taxi,

all three of them carrying shopping bags. Mother hired taxi. They sat in it.

"Market, please!" said the Mother to the driver. "And start the mater."

"The meter is out of order. Twenty five rupees for the market," said the driver.

"Good heavens! Twenty five rupees for the market!" exclaimed Mother. "It's hardly ten minutes walk from here. I'll pay you fifteen rupees or you drive us to the traffic sentry there."

"Alright Begam Sahib," said the driver, "let it be fifteen rupees then."

"Let's go to the mutton market first," said Mother as they got down the taxi.

"Look, Najma, how big those goats are!" said Ajmal pointing to the slaughtered animals hanging in a butcher's shop.

"They are not goats, Ajmal, theyare cows and calves," corrected their Mother. "This is the beef market."

"What's the difference between beef and mutton?"

"Beef is the meat of cows while mutton is that

of goats and sheep," said Mother stopping in front of a mutton shop.

"How much for a kilo?" Mother asked the butcher.

"One hundred rupees Madam."

One hundred five rupees? No, it's one hundred rupees according to price list here," said Mother pointing at the list.

"Yes Madam, One hundred rupees for the ordinary meat. But if you want special..."

Mother interrupted him and said, "I'll have the special meat at one hundred rupees a kilo."

"Yes, Madam, as you wish. How much?" said the butcher.

"One kilo of leg and one kilo minced meat," answered Mother.

The butcher did his job and said, " Everything has been packed for you, Madam. Here you are!" Mother made the payment, put the meat in the bag and said, "Now let's buy some vegetables. "So they went to the vegetable and fruit market.

"Please give me a kilo of tomatoes," said Mother.

"Yes, Ma'am. Anything else?" asked the shopkeeper.

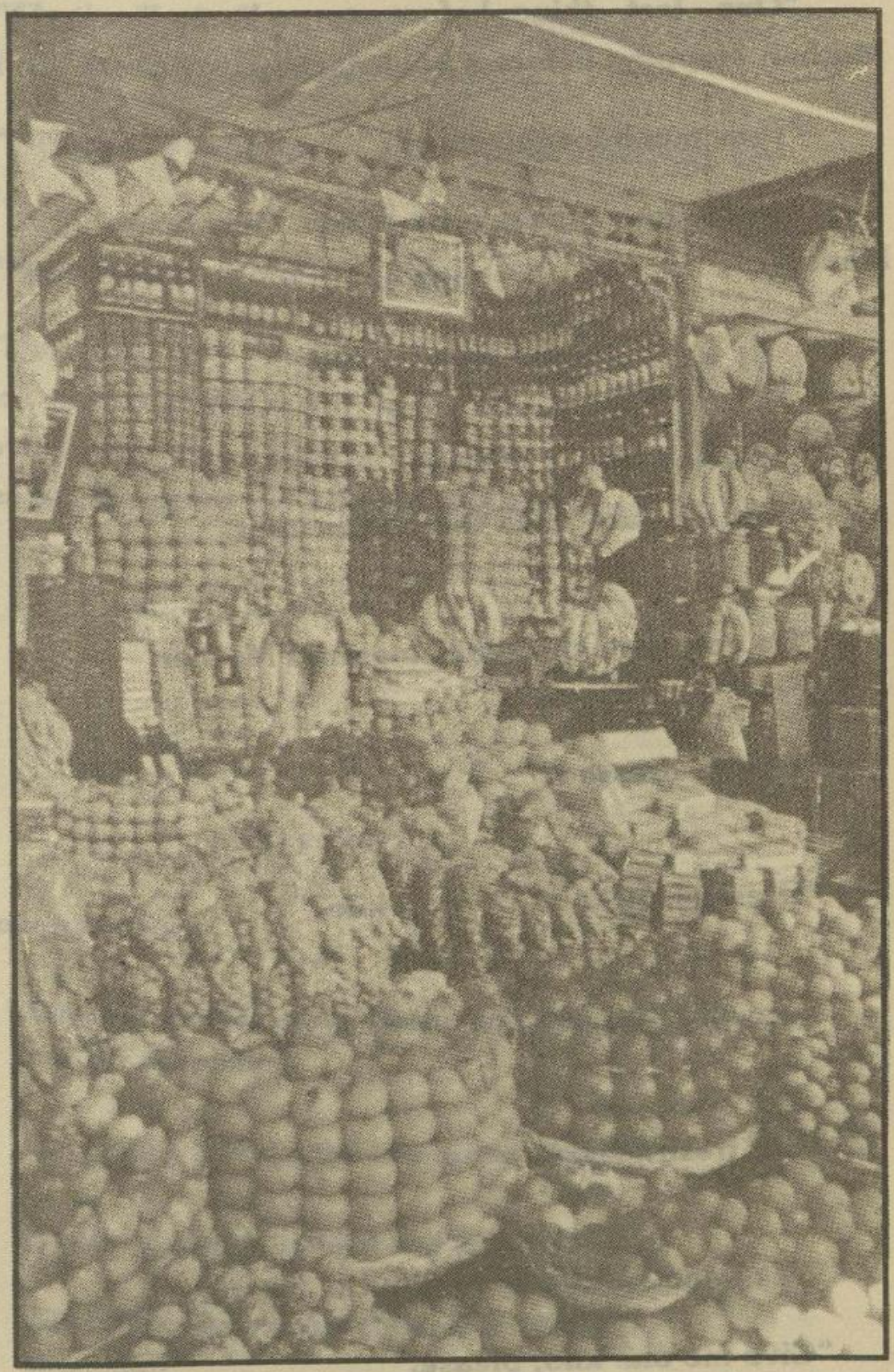
"Yes, five kilos of onions, two kilos of potatoes, one kilo each of cabbage, cauliflower, turnips, green peas and two kilos of spinach and five kilos of carrots."

"How much for the bananas?" asked Mother.
"Fifteen rupees for ten," said the fruit seller.
"And apples?"
"Twenty rupees a kilo."

"Give me ten bananas and one kilo of apples. Ajmal, put them in your basket and then we go to the grocer's."

"Please give me one kilo of salt, a quarter of red chillies, a quarter of black pepper and other spices; two cartons of soapflakes, three bars of washing soap, four cakes of toilet soap, a kilo bag of porridge, a jar of honey, one bottle each of tomato sauce and vinegar and two packets of biscuits."

"The shopkeeper weighed and wrapped all the items in a large paper bag. Mother told the children that now-a-days instead of polythene bags the paper bags are being used all over the world. Polythene bags block the sewerage pipes. When the drains are choked the dirty water spills all over.



A FRUIT SHOP

"One last thing before we go home," said Mother, stopping before a poultry shop.

"How much for the eggs?"

Twenty four rupees for a dozen. How many. Madam?"

"Two dozens,"

"Here you are", said the shopkeeper.

"Do you have chicken?" inquired Mother.

"Live or dressed?"

"Dressed. How much for a kilo?"

"Ninety rupees."

"Is it fresh?"

"Yes, Madam. We keep it in the freezer."

"Give me one kilo, please."

"That' will do for today," said Mother coming out of the market. "Let's go home now."

"I enjoyed shopping," said Ajaml entering the house.

"Next Sunday we shall go again."

"No, not next Sunday, next month. It's 11 o, clock children. Let's get busy. Ajmal, you polish your own and Najma's shoes. Najma's you iron the clothes while I go to the kitchen and start cooking."

## Exercises

**Comprehension:**

1. Why did Mother asked Najma and Ajmal to go with her for shopping?

2. How much fare did the taxi-driver demand?

3. What did Mother tell the taxi-driver?

4. Where did Mother and children go first for shopping?

5. What is the difference between beef and mutton?

6. What did Mother buy at the butcher's shop?

7. Where did Mother go after making purchases at the butcher's?

8. How did Mother buy bananas and apples?

9. What did Mother buy last of all?

10. How far is the market from the house of Najma and Ajmal?

11. What did Mother ask the children to do when they had reached back home?

B. Learn the spellings and meanings of the following words from the lesson and use ten of them in sentences of your own:

gulped; beef; butcher; cabbage; calves; carton; cauliflower; chillies; dressed; freezer; grocer; hire; kilogram; kilometre; spices; spinach; live; metre; mutton; onion; potato; poultry; provisions; turnip; unit.

C. ***(a)*** **Find words similar in meaning in the two lists given below.**

| A | B |
|---|---|
| frightened | purchase |
| hail | box |
| buy | hinting |
| carton | greet |
| provisions | warn |
| pointing | afraid |
| threaten | supplies |

(b) **Find in list B the opposite of words in list A":**

| A | B |
|---|---|
| swim | differ |
| alive | freeze |
| float | whole |
| front | sell |
| start | accept |
| boil | drown |
| part | rear |
| buy | dead |
| agree | sink |
| reject | stop |

D. (a) **Out of order, out of date, in force, in order, up-to-date, to date.**

With the help of the phrases given above, complete the following sentences;

1. The old system of weights and measures is no longer----.
2. You must revise your book and bring it-------.
3. The shopkeeper told him that their weighing machine was------.
4. I have received no letter from him-----.
5. This rule is------;we must follow it.
6. That book was published ten years ago; it is completely-----.

(b) **Cake, bar, jar, carton, bag, roll.**

**Complete the following sentences using the words given above:**

1. A------of soap -cake contains 144 soap-cakes.
2. Please bring a------of Swat honey for me.
3. What is the price f one------of flour?
4. The price of a-------of soap has increased by one rupee.
5. The shopkeeper charged me ninety rupees for this--------of cloth.
6. This chocolate is cheap at three rupees a------.
7. This-----contains 25 biscuits.

(c) **Fill in the blanks with appropriate prepositions:**

1. The driver brought the taxi------a sudden halt.
2. He took------his old coat and put-----the new one.
3. Please turn-------the radio and turn-----the T.V.
4. Before leaving the kitchen she put-----the fire.
5. She turned-----the cat and shut the door.
6. My friend turned------late-----the cinema.
7. The watchman turned-----to be the thief.
8. The plane took-----at 10 o'clock.

(d) *(a)* Change the following into active voice:

1. He was robbed and beaten by some unknown persons.
2. The field was ploughed, the seed was sown and the crop was harvested by the farmer himself.

*(b)* Change the following into passive voice:

1. She brushed, cleaned and ironed her coat.
2. I brought this news to him.

E. **Composition:**

You go shopping for cloth for your school uniform. Write a dialogue with the shopkeeper of 10-15 lines.

F. **Idiom:**

1. **To have the lion's share:** to take the biggest share of something.

*Example:* The stronger person generally gets the lion's share.

*Exercise:* Divide the cake into equal slices and don't *keep the biggest part* for yourself.
(Substitute the idiom).

2. **To save something for the rainy day:** to keep for some future necessity which may arise.

*Example:* Don't spend all your money. Keep something for a rainy day.

*Exercise:* He wasted all his savings and has *kept nothing for any unforeseen need which may arise.*
(Substitute the idiom).

**3. To cry over split milk:** To grieve over something uselessly.

*Example:* There's no sense in crying over split milk. If the glass is broken, just buy another one.

*Exercise:* The damage has been done, but *instead of wasting time feeling sorry,* do something to repair it.
(Substitute the idiom).

**4. It's high time:** the moment has already come.

*Example:* The movie will start in fifteen minutes so it's high time we left.

*Exercise:* The exams begin next month so *you should have begun* studying seriously by now.
(Substitute the idiom).

## THE HAND THAT ROCKS THE CRADLE IS THE HAND THAT RULES THE WORLD

*[This poem is written by William Ross Wallace, (1819-1881). He was born in Lexington, Kentucky. His first poem appeared in 1837. He was a lawyer by profession, but spent more time on literature. He composed patriotic songs during the civil war which became popular. He was a friend of Edgar Allen Poe whom he resembled in both temperament and habits. He possessed a splendid imagination as well as poetic diction.]*

Blessings on the hand of women!
Angles guard its strength and grace,
In the palace, cottage, hovel,
Oh, no matter where the place;
Would that never storms assailed it,
Rainbows ever gently curled;
For the hand that rocks the cradle
Is the hand that rules the world.

8

Infancy's the tender fountain,
Power may with beauty flow,
Mother's first to guide the streamlets,
From them souls unresting grow--
Grow on for the good or evil,
Sunshine streamed or evil hurled;
For the hand that rocks the cradle
Is the hand that rules the world.

16

Woman, how divine your mission
Here upon our natal sod!
Keep, oh, keep the young heart open
Always to the breath of God!
All true trophies of the ages
Are from mother's love impearled;
For the hand that rocks the cradle
Is the hand that rules the world.

24

Blessings on the hand of women!
Fathers, sons and daughters cry,
And the sacred song is mingled
With the worship in the sky
Mingles where no tempest darkens,
Rainbows evermore are hurled;
For the hand that rocks the cradle
Is the hand that rules the world.

32

*William Ross Wallace*

**Notes:**

The first stanza is in the form of a prayer asking God's blessings on mothers.

Line 3 : hovel: a poor man's hut.

line 6: *rainbow:* the coloured arch made of seven colours which appears in the sky after rainstorms. In English literature, it is said that treasure lies at the end of a rainbow. It is also a sign that the storm has passed and the trouble is over.

*Exercise:* Why does the poet compare mother's hands to a rainbow?

The second stanza describes the work of a mother.

Line 4: *unresting:* always working.

*Exercise:* Describe the role of a mother as brought out in this stanza.

The third stanza is addressed to mothers.

Line 2: *natal sod:* Land of one's birth.

line 5: *trophies:* a shield or cup given as a prize for some great achievement, sometimes decorated with pearls.

*Exercise:* Explain how the poet gives the credit for all great achievements of people to their mothers.

The fourth stanza quotes, in the first line, a prayer said by all mankind in honour of mothers.

Lines 3 and 4: *mingled with the worship in the sky:* the prayer said on earth is also said by the angels and saints in heaven.

Line 5 and 6: *where no tempest darkens, rainbows evermore are hurled:* in heaven there will be no more sufferings. It will be like the relief we feel after a storm.

*Exercise:* Why does the poet say that the prayer for mothers on earth mingles with that said in heaven?

## AN AFRICAN VILLAGE

After Asia, Africa is the largest Continent and it consists of more than twenty-five independent countries. Its northern parts have had relations with Europe and Asia for many centuries but very little was known about other parts till the middle of the last century. No wonder, it was called the "Dark Continent" once.

The village life anywhere in the world is closely associated with agriculture. So is a village in Nigeria which is mainly an agricultural country. Nigeria is the largest country of West Africa and is the most thickly populated of all the African countries. Most of its inhabitants are farmers who live in villages. A great part of Nigeria is covered with a dense forest which thins out into bush in the north. The bush consists of scattered trees with heavy undergrowth in the form of thick bushes and grass. The farmers' settlements or villages are scattered in the bush where they cultivate the land.

These villages are different from our villages. A Nigerian village may consist of a dozen to about three dozen huts. These huts are separated from one another by cultivated patches of land. Since the huts are not situated close together, there are no streets or lanes. They are joined by bush paths which may lead to other villages in the same bush area.

Formerly a farmer's hut was a single room. It was built very simply. Thick branches of trees were stuck in the ground in a large circle. These branches were joined at the top and bound firmly together. Thus a cone-shaped room was made. The spaces between the branches were filled up with straw, and the roof was also thatched with a thick layer of straw, grass, reeds, or palm-leaves. A narrow opening was left for entrance on the side toward the sun. Now, bigger and better huts are built and more modern building methods and materials are used. A farmer's house may now have two or more rooms. It is built round a compound. Some of the rooms have four walls with a door opening on to the courtyard, while others have only three walls with a verandah. The walls are made of wood and are plastered with mud. The roof is still thatched with grass, reeds or palm-leaves. Some of the houses are circular in shape While others may be square or rectangular.

The courtyard of the house is the centre of all

activities. Womenfolk work and cook food, and the children play there. There is little furniture in these homes. The people sleep on mats spread on mud-plastered floors. All household pots and pans are earthenware, though tin and aluminium utensils have also found their way into these homes.

Since electricity has not reached these remote villages, the bush-dwellers still use wood for lighting and heating purposes. A large pile of wood is lighted in the middle of the courtyard which gives them light and protects them from cold, mosquitoes and wild beasts. Rain water is stored in large ponds during the rainy season and is used for drinking as well as for other needs.

Close to the farmer's dwelling is a patch of land for growing food crops which include plantains, potatoes, yams, groundnuts and pepper. Usually, women look after the food crops, while men tend the cash crops like oil-palms and cocoa trees. The fruit of oil-palm is boiled and pressed. It gives oil which is filled in drums and is exported to other countries. Similarly, the fruit of cocoa tree yields beans which are ground into powder from which chocolate is made. Cocoa beans and powder are also a major export of Nigeria.

One thing that is common in our villages and which we shall miss in an African village is the cattle. In many parts of Africa, farmers cannot rear cattle on account of a kind of fly whose sting kills

the cattle and causes sleeping sickness among human beings. In the absence of cattle, the farmer has to plough the fields with his hands, carry load to the market and walk long distances. He may, however, keep a goat for milk, and poultry for eggs.

This picture is not complete. It can never be complete because the African village is always changing and has already changed much. The bush-dwellers are being introduced to the modern facilities of transport and communications. Once their small villages are linked by road with towns and cities, they will soon see buses and cars, electricity and tube-wells, radios and televisions, schools and hospitals comming to their villages.

### Exercises

A. **Comprehension:**

1. How many independent countries are there in Africa?
2. Where is Nigeria?
3. What sort of a country is it?
4. What is the bush area made up of?
5. Where do most Nigerian farmers live?
6. What is the roof of a farmer's hut made of?
7. What is the centre of activities?
8. What are their food crops?
9. What are their cash crops?
10. Who tends the food crops?

11. Who tends the cash crops?

12. What is made from cocoa beans?

B. Learn the meanings and spellings of the following words from the lesson and use ten of them in sentences of your own:

activity; agriculture; aluminium; beans; century; compound; consists; continent; courtyard; cultivate; dense; earthenware; electricity; export; facility; furniture; grind; groundnuts; inhabitant; introduce; lane; mosquito; patch; pepper; plaster; plantains; reed; thatch; transport; separate; settlement; sting; tend; remote; scatter; pots; utensils; yam; yield.

C. (a) Find for each word in list "A" a word or phrase similar in meaning from list "B".

| A | B |
|---|---|
| courtyard | thick |
| link | more than half |
| dense | compound |
| explore | one hundred |
| introduce | join |
| century | convenience |
| majority | to grow |
| cultivate | acquaint |
| facility | search |

(b) Find in list "B" words or phrases opposite in meaning to words in list "A".

| A | B |
|---|---|
| dense | exterior |
| majority | minor |

| | |
|---|---|
| remote | import |
| major | thin |
| independent | minority |
| interior | near |
| export | dependent |

D. Study the following sentences carefully.

Thin out

1. Dense forest *thins out* into bush which consists of scattered trees and thick undergrowth.
2. The centre of the city has dense population, but it gradually *thins out* as we move away from the centre.
3. The gardener has planted the flowers close together. I have asked him *to thin* them out.
4. A large crowd was watching the match but it began to *thin out* after half-time.

E.(a) Fill in the blanks with shall, will, should, would:

1. I think I_____go to Karachi next week.
2. You_____not tell a lie.
3. We_____fight to the last man.
4. This office_____remain open till midnight.
5. I_____be grateful if you kindly grant me a pass.
6. The train_____have arrived by now.
7. _____our motherland need it, we_____lay down our lives for it.
8. You_____respect your elders.
9. Had you been there, it_____never have happened.

10. They_____not violate any condition of this contract.

(b) Fill in the blanks with appropriate prepositions:

1. Please introduce me_____your father.
2. He is not acquainted_____my parents.
3. This machine is fitted_____a automatic control.
4. You are not fit_____this job.
5. A round nail does not fit_____a square hole.
6. He has passed the examination and is now looking____a job.
7. The police are____the look_____for the robbers.
8. Look____the meaning of this word in the dictionary.
9. He promised to look_____this matter.
10. We look up____you to solve our problems.

(c) Change into Passive Voice:

1. A road links his village to the town.
2. A snake in the grass stung his barefoot.
3. He cannot rear any cattle on his farm.
4. Their father settled the dispute between the brothers.

(d) Change the following into Active Voice.

1. This lamp was lit by the servant.
2. The soldier was ordered by the officer to report to him.
3. By whom was this blanket patched?
4. Was this land cultivated by the landowner himself?

F. **Composition:**

1. Describe in 70 to 80 words the hut of a farmer in Nigeria.

2. Describe in 100 to 110 words a day in the life of a Nigerian farmer and his wife.

3. Describe the changes that are coming or are likely to come soon in the life of the bush-dwellers in Nigeria.

**D. Idioms:**

**1. To shed crocodile tears:** to weep in sincerely, or hypocritically.

*Example:* Don't be deceived by that beggar's crying. They are only crocodile tears.

*Exercise:* They were not all sorry when he died. They just *pretended to be crying.*
(Instead of the italicized words, use the idiom).

**2. To feel like a fish out of water:** to feel out of place.

*Example:* I was the only one who spoke English and felt like a fish out of water in that group.

*Exercise:* Being the only educated man in that village, I *feel out of place there.*
(Instead of the italicized words, use the idiom).

**3. To nip in the bud:** to stop evil in the early stages.

*Example:* Bad behavior in children must be nipped in the bud.

*Exercise:* The plot to overthrow the government was detected and *crushed before it could be realized.*
(Instead of the italicized words, use the idiom).

**4. To turn over a new leaf:** to reform, to behave better.

*Example:* The criminal promised the judge that he would turn over a new leaf.

*Exercise:* The teacher pardoned the boy on the conditions that he promised to *behave better in future.* (Substitute the idiom).

## KING BRUCE AND THE SPIDER

*[This poem is written by Eliza Cook (1818-1889). Born in London, she was the youngest of eleven children. She was entirely self-educated and wrote verses from the age of fourteen. Her first volume being published at seventeen . In 1849, she edited and published "Eliza Cook's Jounrnal." Her work is simple and highly moral. In this poem, she teaches the reader what she always practised in her own life: to keep on trying and never to be discouraged.]*

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch and wore a crown,
But his heart was beginning to sink.

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed,
So became quite sad.

He flung himself down in a low despair,
As grieved as man could be,
And after a while, as he pondered there,
"I'll give it all up" said he.

Now just at the moment a spider dropped,
With its silken cobweb clue,

And the King in the midst of his thinking stopped
To see what the spider would do.

'T was a long way up to the ceiling dome,
And it hung by a rope so fine,
That how it would get to its cobweb home
King Bruce could not divine.

It soon began to cling and crawl
Straight-up with strong endeavor;
But down it came with a slippery sprawl,
As near to the ground as ever.

Up, up it ran, not a second, could stay,
To utter the least complaint,
Till it fell still lower, and there it lay,
Al little dizzy and faint.

It's head grew steady again it went,
And travelled a half-yard higher;
'T was a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell and swung below,
But again it quickly mounted,
Till up and down, now fast, now slow
Nine brave attempts were counted.

"Sure," cried the King, "that foolish thing
Will strive no more to climb,
When it toils so hard to reach and cling,
And tumbles every time."

But up the insect went once more–
Ah me! 'tis an anxious minute.
He's only a foot from his cobweb door!
Oh, say, will he lose or win it?

Steadily, steadily, inch by inch,
Higher and higher he got,
And a bold little run at the very last pinch
Put him into his native cot.

"Bravo! bravo!" the King cried out,
"All honour to those who try!
The spider up there defied despair;
He conquered, and why should not I?"

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

*Eliza Cook*

A: Notes

Lines:

1. to fling oneself down: to throw oneself violently on a

bed or on the floor.

3. monarch: king.

9. in a low despair: downhearted; discouraged.

11. pondered: thought.

14. cobweb: fine network of single thread made by a spider.

clue: here it means a thread.

17. ceiling dome: rounded roof.

20. to divine: to make out.

23. down it came with a slippery sprawl: came slipping down along the wall and hung in an awkward position.

26. utter: to speak.

28. dizzy: giddy; having a feeling that everything is turning round.

29. head grew steady: came to its senses; here it means gained balance.

31. delicate thread: of fine texture

tread: to walk.

34. to mount: to climb.

38. to strive. to struggle, to try hard.

39. to toil: to work hard.

40. to tumble: to fall over.

47. the last pinch: the last little bit of distance.

48. native cot: his own home; here the spider's web.

49. bravo: well done.

53. braced his mind: determined.

54. gossips tell the tale: people talk about it.

B. **Exercises:**

1. What lesson did the King learn from the spider?

2. Write a short note on King Bruce of Scotland.

C. **Idioms:**

**1. To put into practice:** to carry out in deeds.

*Example:* Now is the time to put into practice all the good things you were taught in school.

*Exercise:* The soldiers *made use of* the training they got in military school.
(Substituted the idiom).

**2. A wild goose chase:** an enterprise which will not succeed.

*Example:* The thief led the police on a wild goose chase.

*Exercise:* The old man ran after the boy *but he would not catch him.*
(Substitute the idiom).

**3. To end in smoke:** to have no result: to come to nothing.

*Example:* All his efforts ended in smoke.

*Exercise:* Unless you presevere, your work will *have no result.*
(Substitute the idiom).

**4. At a loss:** puzzled, not knowing what to do.

*Example:* The news stunned him and he was at a loss for words.

*Exercise:* I misplaced the book and I *don't know how to*

manage without it.
(Substitute the idiom).

5. **With flying colours:** to emerge successfully from some difficult task.

*Example:* He passed his examination with flying colours.

*Exercise:* Our team returned from the match *having performed very successfully.*
(Substitute the idiom).

## THE INHERITORS

A poor farmer had two sons, Azam and Moazzam. Their mother had died in their childhood. Now their father also died and the boys inherited his property which consisted of a cow, a date-palm tree and a blanket.

Azam, the elder brother, was very greedy and clever, but his younger brother, Moazzam, was simple and trusting. Azam suggested that they should divide the property left by their late father.

"How shall we divide the cow, for instance?" asked Moazzam. "Cut it into two?"

"No, stupid!" answered Azam, "we shall just divide it verbally. For instance, the front part of the cow, which is the better part, shall be yours while the rear part shall be mine. Agreed?"

"Oh, yes thank you very much." Moazzam was delighted with the generosity of his elder brother.

"Similarly, the top of the date-palm, which you cannot climb, shall be mine while the lower part, that's the trunk, shall be yours. Agreed?"

"Yes, agreed," answered Moazzam cheerfully, "And what about the blanket?"

"It shall be mine only from sunset to sunrise,

that's only during the night. It shall be yours for the whole day."

"Agreed," said Moazzam, thinking happily that it was a fair division.

Now Moazzam would feed the cow and Azam would milk it. He would not give a drop of milk to Moazzam; instead, he would praise Moazzam for looking after the cow and feeding it so well. It pleased the innocent younger brother so much that he gave even more grass to the cow and the cow gave more milk.

In the same manner, Moazzam regularly watered the date palm tree. When the dates were ripe for picking, Azam climbed the tree and picked all the fruit. He did not offer even a single date to his younger brother. Of course, he praised him for looking after the tree so well. Mozzam was quite content with it.

As regards the blanket, Moazzam had no use for it because it was hot during the day. At night when it grew cold, he would shiver, while Azam enjoyed a deep, comfortable sleep under the warm blanket.

This went on for some time. An old man of the village noticed how the younger brother was being cheated by the elder brother. One day, the

old man went to their house and found Moazzam feeding the cow.

"Why are you feeding the cow?" said the old man.

"Because the front part is mine," answered Moazzam.

"And who gets the milk?"

"My brother, because the rear part belongs to him," answered Moazzam innocently.

"Does he give you any milk?" asked the old man.

"No."

"Then you are a fool. You look after the cow and feed her, and your brother gets all the milk!"

"But what can I do?" said Moazzam helplessly." This is all according to the agreement between us."

"Come here and listen to me." The old man whispered something in his ear.

Next morning, as usual, Azam began to milk the cow. Moazzam also came with a short stick, and hit the cow's head. The cow moved this way and that.

"Stop it," shouted Azam . "Don't you see I am milking the cow? Don't disturb her."

"I'm only hitting the front part which is mine,"

said Moazzam, "I shall do what I like with my part of the cow."

Azam was a clever boy, so he guessed that somebody had advised Moazzam to do that.

"All right, I shall give you half the milk and, now, stop beating the cow."

"And you must also share in the feeding of the cow," said Moazzam, and Azam had to agree to this.

After a few days, Azam climbed the date-palm tree to pick ripe dates. He had hardly collected a handful of dates when he heard the sound of an axe striking the tree. He looked and saw Moazzam was cutting the trunk of the tree with an axe.

"Hey, what are you doing?" shouted Azam. "Don't you see I'm up here picking dates?"

"I'm only cutting my part of the tree," said Moazzam, and went on cutting.

"I shall give you half of the dates, but you must stop cutting the tree," called out Azam.

"And you must also share in the watering of the tree," shouted Moazzam, and Azam had to agree to this, too.

The same night, when Azam came to take the blanket, he found that it was wet.

"What have you done with the blanket?" he asked. "How can I sleep under it?"

"I don't know," answered Moazzam innocently. "It's mine during the day-time, and I can do with it what I please."

"Very well, dear brother, from tomorrow night we shall share the blanket," said Azam. "We shall sleep together and shall be more comfortable."

**Exercises**

A. **Comprehension:**

1. What property did the two brothers inherit from their father?
2. What was the suggestion of Azam about the division of the property?
3. Why did Moazzam agree to the division?
4. Who fed the cow and who got the milk?
5. Why did Azam not give dates to Moazzam?
6. Was the blanket of any use to Moazzam?
7. What did Moazzam do when Azam was milking the cow?
8. What did Moazzam do when Azam began to pick the dates?

9. What did Moazzam do to the blanket?

10. What did Azam say to Moazzam about the blanket?

**B.** Learn the meanings and spellings of the following words from the lesson and use ten of them in sentences of your own:

advise; axe; cheat; clever; consist; content; date-palm; delighted; divide; division; disturb; fair; generosity; greedy; guess; inherit; milk; pick; property; rear; ripe; share; striped; suggest; verbal; whisper.

**C.** Fill in the blanks in the following sentences by choosing the words from the list given below:-

greedy, divide, suggested, left, simple, trusting, enjoyed, offer, content, milk, feed, sunrise, sunset, delighted, generosity, clever, childhood.

1. Their mother had died in their_____.
2. His younger brother Moazzam was_____and _____.
3. Azam, the elder brother, was very_____and_____.
4. Azam_____that they should_____the property_____by their father.
5. We shall just_____it verbally.
6. Moazzam was_____with the_____of his elder brother.
7. It shall be mine only from_____to_____.
8. Now Moazzam would_____the cow and Azam would_____it.
9. He did not_____even a single date to his younger brother.
10. Moazzam was quite_____with it.
11. Azam_____a deep sleep under the warm blanket.

D. (a) Make nouns from the following verbs and use them in sentences of your own:

die, advise, divide, suggest, agree, feed.

**Example:** die____death.

(b) Make nouns from the following objectives:

clear, greedy, generous, stupid, innocent, simple, young.

**Example:** clever_____cleverness.

(c) Complete the following sentences by using the proper tense of the verb/verbs placed in brackets against each sentence:

1. Azam_____that somebody____his younger brother.
(guess, advise)

2. My guests____before I_____.
(go, return)

3. When he_____out of the cinema house, the rain_____.
(come, stop)

4. The train_____before he_____the station.
(leave reach)

5. Ajmal_____ill yesterday, so he_____not____ the school.
(to be, can, attend)

6. Moazzam_____simple and____easily____by Azam.
(to be, trick)

(d) Fill in the blanks with suitable prepositions:

1. He is fond_____reading books.

2. Najma is not interested_____games.

3. Ajmal is good_____Mathematics.

4. He is not fit_____this job.

5. They baby is crying_____its mother.

6. The nurse looks_____the patient.

7. The patient has been cured_____his disease.

8. He has given_____smoking.

9. I am used_____taking tea without sugar.

10. We should be proud_____our country.

(e) Change into passive voice:

1. The old man advised Moazzam.

2. Moazzam fed and looked after the cow.

**E. Composition:**

1. How did Azam cheat Moazzam?

2. What was the effect of the old man's advice on Moazzam?

3. Why did Azam give up cheating Moazzam?

4. How will you behave with your younger brother.

## CASABIANCA

*[This poem is written by Felicia Dorothea Hemans (1793-1835). She was born at Liverpool, but the family moved to Wales where she was brought up. She was quick in mind and had a fine memory. As a poet, she has been compared to Longfellow. Like Cowper, she loved the pathetic, and there is great enthusiasm for chivalry and heroism in her work. She also stressed moral values.]*

The boy stood on the burning deck,
Whence all but he had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud, though child-like form.

The flames rolled on – he would not go
Without his father's word;
That father faint in death below,
His voice no longer heard.

He called aloud: "Say, father! say
If yet my task is done?"
He knew not that the chieftain lay
Unconscious of his son.

"Speak, father!" once again he cried,
"If I may yet be gone!"
And but the booming shots replied,
And fast the flames rolled on.

Upon his brow he felt their breath,
And in his waving hair,
And looked from that lone post of death
In still, yet brave despair.

And shouted but once more aloud,
"My father! must I stay?"
While o'er him fast, through sail and shroud,
The wreathing fires made way.

They wrapt the ship in splendor wild,
They caught the flag on high,
And streamed above the gallant child,
Like banners in the sky.

There came a burst of thunder sound
The boy oh! where was he?
Ask of the winds that far around
With fragments strewed the sea!-

With mast, and helm, and pennon fair,
That well had borne their part:
But the noblest thing which perished there,
Was that young faithful heart!

*Felicia Dorothea Hemans*

## A: Notes

### Lines

1. the deck: the floor of a ship.

3. the battle's wreck: the ship had become a wreck after being damaged in the fighting.

7. heroic blood: the blood of great and noble people; the boy had inherited greatness and nobility from his forefathers.

15. a chieftain: a chief; a leader.

16. unconscious: unaware; not knowing.

19. to boom: to make a deep, echoing sound as of guns.

27. a shroud: one of the ropes stretching from the mast to the side of a ship.

29. warpt: wrapped.

31. gallant: brave.

32. a banner: a flag or standard.

36. strewed: covered with small pieces.

37. the mast: a thick tall pole of wood or metal to which a ship's sails are tied.

helm: wheel for steering a ship.

a pennon: a narrow flag flown from the top of the mast.

B. **Exercises:**

1. Write a short note on Casabianca.

2. What do you learn about a battleship from this poem?

C. **Non-textual Exercise:**

1. The forming of questions:

*Example:* "This is the correct time" can be changed into the question:

Is this the correct time?

*Exercise:* Change the following statements into questions:

1. You were present yesterday.

2. You are eating in class.

Other examples of questions: What are you writing? Where are you going?

*Exercise:* Complete the following questions by adding *Who, What, Where, When, Whom.*

1._____ are you saying?

2._____ are you going?

3._____ are you coming?

4._____ are you calling?

5._____ are you?

2. **Short answers:**

*Examples:* Did you come by bus? Yes, I did.

Did you come walking? No, I didn't.

*Exercise:* Answer the question by using "Yes" or "No" with a short reply.

1. Are you a student of Class X?

2. Do you study in Class VIII?

3. Do you have many students in your class?

4. Do you pay fees?

**3. Question tags:**

*Examples:* It's easy, isn't it? (positive form)

It isn't easy, is it? (Negative form)

*Exercise:* Write the positive forms of the question tags below:

I can't come, can I?
You didn't go, did you?
He doesn't live here, does he?
She doesn't cook, does she?
You didn't lose it, did you?

**4. Must:**

*Example:* I must go now.

*Exercise:* Use must instead of "obliged to."

A man is obliged to pay his debts.

A citizen is obliged to do his duty.

**5. Want somebody to do something:**

*Example:* I want you to suggest a colour scheme for my house.

*Exercise:* Join the two sentence into one.

His parents force him. They make him study two hours daily.

**6. Have to:**

*Example:* We have to wear our uniforms everyday.

*Exercise:* We must eat wholesome food to stay healthy. (Use "have to" instead of "must").

**7. Ought to:**

*Example:* We ought to be kind to the poor.

*Exercise:* Use "ought to" instead of "should."

We should show sympathy to those who are sick.

**8. Try to:**

*Example:* He tried to escape from prison.

*Exercise:* Use "try to" instead of "made an attempt to." He made an attempt to save her from drowning.

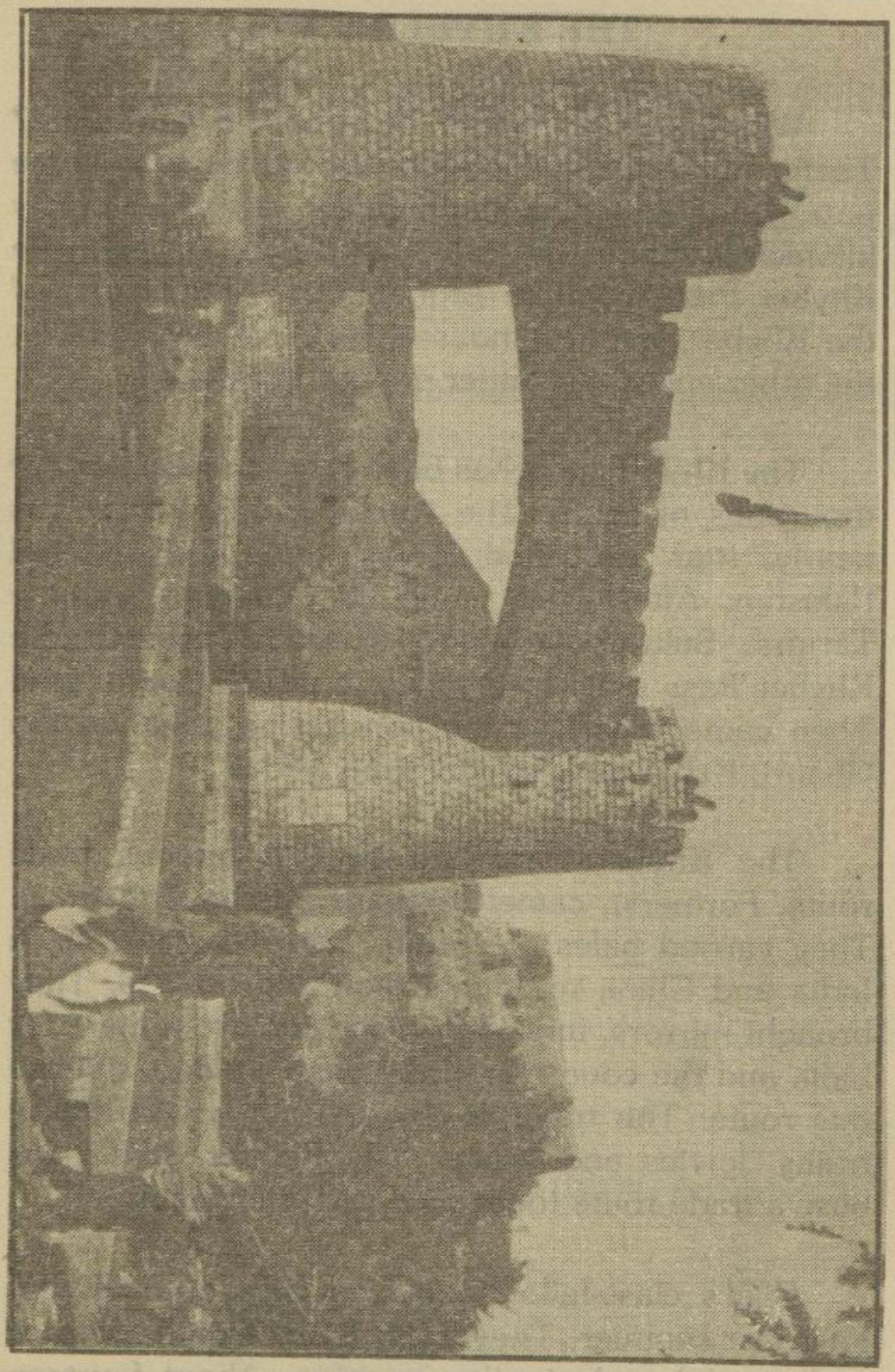
## THE KHYBER PASS

Who has not heard of the famous Khyber Pass? There are many who have travelled through some part of it. It is a narrow mountain valley about fifty kilometres long. We have to travel through the Khyber Pass to go to Afghanistan. At this side of the Khyber, is the famous city of Peshawar and at the other end, the frontier post of Torkham.

The Khyber Pass has been famous in history for thousands of years. The Aryans crossed this Pass nearly four thousand years ago and entered Pakistan. After them came the Mongols and the Tartars. Sultan Mahmood Ghaznavi crossed the Khyber Pass seventeen times to attack South Asia. Then came other Muslim conquerors__Shahbuddin Ghauri, Babur and Ahmad Shah Abdali.

The Khyber Pass had been a famous trade route. Formerly, camel caravans passed through it. They carried bales of cotton, silk and spices from India and China to Afghanistan and beyond. They brought mirrors, furs, skins and fruits from there for India and the countries to the East. Traders still use this route. The trade is now carried on mostly by trains, lorries and trucks. The Khyber Pass is as busy a trade route today as it was ever before.

Bilal's class-fellows made a trip to the Kyber Pass last summer. They hired a bus from Peshawar and started early in the morning. About fourteen



KHYBER PASS

kilometres from Peshawar is the Jamrod check-post. They had to stop there and obtain a permit. The road through the Pass is excellent. It runs zigzag through the mountains. In these mountains live the brave tribesmen of the Frontier. When the British ruled our country, these brave tribesmen fought the mighty British Empire for a hundred years and defended their freedom. Now they are the defenders of the North-western frontier of Pakistan.

Bilal and his friends saw some houses here and there. On the top of nearly every house had a tower with a long, narrow opening in its walls to be used for firing at the enemies. A shot is hardly ever fired from them now.

After covering about thirty kilometres they reached Landikotal, the highest place along the Pass. Here, the students made a short stop and ate some *Tikkas* and *Chapli Kababs.* They found them quite delicious. From Landikotal, the road goes down winding through beautiful scenery. Parallel to the road, runs the railway line. It has to run through many tunnels in the mountains. This railway line was laid in 1925 to carry arms and supplies for the British army. The brave tribesmen broke up parts of the line again and again. They do not do so any more now, because it belongs to Pakistan. Just below the road, the students saw a track along which once travelled camel caravans and mule trains . After a journey of ten kilometres they reached Torkham the border between Pakistan and Afghanistan. They saw a chain stretched across the

road and the Pakistan flag flying on a hill. They were welcomed by the soldiers guarding the frontier.

As they stood looking at the hills, they thought of the brave soldiers of Mahmood, Babur and Abdali riding along this beautiful Pass. They also thought of the caravans which once carried carpets, silks, skins, spices and fruits though the Khyber Pass to and from the cities of South Asia and beyond.

### Exercises

**A. Comprehension:**

1. What is the Khyber Pass?
2. How long is it?
3. Where do we go through this Pass?
4. When did the Aryans cross it?
5. How many times did Mahmood Ghaznavi cross the Khyber Pass and why?
6. Has the Khyber Pass been used as a trade route?
7. What did the camel caravans carry?
8. By what have the camel caravans been replaced?
9. Who lives in the mountains of the Khyber Pass?
10. Which is the highest place along the Pass?

**B.** Learn the spellings and meanings of the following words from the lesson and use ten of them in sentences of your own:

Famous; frontier post; conquerors; route; bales; spices; beyond; zigzag; mighty; defended; delicious; mule trains; stretched.

**C. Complete these sentences with words from the lesson:**

1. _____are many who _____through some part of it.
2. Khyber Pass has been_____in_____.
3. It has also been a famous_____.
4. These brave tribesmen fought the_____British Empire.
5. They are the_____of the North -western frontier of Pakistan.
6. They_____some *Tikkas* and *Chapli Kababs.*
7. The road goes_____winding through beautiful scenery.
8. It has to run_____many_____in the_____.
9. The students saw a_____along which once___camel___.
10. They were_____by the soldiers_____the frontier.

**D. Look at these compound words:**

Mountain valley; frontier post; trade route.

Now chose one word from list A and one from list B and make suitable compound words by joining them:

| A | B |
|---|---|
| Pakistan | post |
| camel | line |
| class | trains |
| check | fellows |
| railway | caravan |
| mule | flag |

E. Learn these words and if you do not know them look up their meanings in a dictionary:

Travel; travelled; traveller; frontier; conquerors; army; armies; cotton; mirrors; country; countries; stop; stopped; busy; excellent; highest.

F. **Composition:**

Describe in ten sentences any historical place that you have visited recently.

G. **Non-textual Exercises:**

**Near to/not far from**

*Example:* 1. The market is not far from here.

2. We came near the shopping centre, which was very crowded.

*Exercise:* Complete the following sentences with "near to" or "not far from".

1. The Khyber Pass is_____Peshawar.

2. The market is quite_____our house.

2. **round/along/through/across**

*Examples:* 1. Mr. Hassan received them and showed them round.

2. We have to travel through the Khyber Pass.

3. They saw a chain stretched across the road.

4. They thought of the brave soldiers riding along this Pass.

*Exercise:* Complete the following paragraph by inserting each of the four words (round, across, along, through):

"As we went _____ the city we passed _____ crowded shops, went _____ narrow

lanes and finally we walked _____ the park to our hotel."

H. **Idiomatic Structures explained:**

1. "Dont' *go out* alone in the dark" means "Dont' be out of doors late at night alone."

2. "There is such a strong breeze, the candle may *go out*" means "There is such a strong breeze that the candle may be extinguished."

3. "Clothes *go out of fashion* too fast" means "Fashions in clothes last only for short periods of time."

4. "You can see more the land when the *tide goes out*" means "When the water recedes, more of the sea-shore is visible."

5. "The party *went all out* to win the elections" means "The party made strenuous efforts to win the elections."

6. "He *goes out of his way* to help" means "He makes extraordinary efforts to help."

7. "I'm *going off* to my friend's house" means "I'm leaving for my friend's house."

8. "How did your interview *go off?*" means "How did you fair in your interview?"

9. "England has *gone off* the gold standard" means "England's currency is no longer solidly backed by gold."

10. "I hope the bomb squad reached before the *bomb goes off*" means "I hope the bomb squad reaches before the bomb explodes."

## THE MINSTREL BOY

*[This poem is written by Thoams Moore (1779-1852) an Irish poet. He was born in Dublin where he studied at the best school. He was admitted to Trinity College at the age of 15 years. He became an enthusiastic Irish patriot. In imitation of Lora Byron, who was his friend, he wrote poem on an oriental theme called "Lalla Rookh." His patriotic feeling is well expressed in this poem.]*

The ministrel boy to the war is gone,
In the ranks of death you'll find him,
His father's sword he has girded on,
And his wild harp slung behind him,
"Land of song!" said the warrior bard,
"Though all the world betrays thee,
*One* sword, at least, thy rights shall guard,
*One* faithful harp shall praise thee!"

The ministrel fell!–but the foeman's chain
Could not bring his proud soul under;
The harp he loved ne'er spoke again,
For he tore its chords asunder,
And said, "No chains shall sully thee,
Thou soul of love and bravery!
Thy songs were made for the pure and free,
They shall never sound in slavery!"

*Thomas Moore*

A. Notes

The first stanza, line 1: *ministrel:* a singer.

line 3: *girded:* worn around the waist.

The second stanza, line 1: *foeman:* enemy.

line 2: *bring his proud soul under:* the enemy defeated him physically but could not conquer his spirit.

line 4: *chords:* the strings of harp.

line 5: *sully:* defiled, touched by impure hands.

**B. Exercise:**

1. What lines tell you that the boy is brave?
2. What words tell you that he was wounded in the battle?
3. Why did he destroy his harp?

## HOW TO DO THINGS

### A: Arranging a party

Shahnaz was very happy because it was her birthday and she had invited her friends to a party at home. Qaisara, her dearest and closest friend, was to help her with the arrangements. The guests were to come in the afternoon, and everything had to be ready by then.

The two friends talked about the menu, and they decided to serve *kababs, samosas,* sandwiches, *fruitchat,* sweetmeat and cake along with tea at the party. They also decided to prepare *kababs,* sandwiches and *fruit-chat* at home and buy the rest of the things from the market.

The drawing-room was the first to receive their attention. They wanted to decorate it in such a manner that none should find fault with it. It was a hard job but the girls did wonderfully well. The drawing-room presented a beautiful look, when they had finished their work. They took special care in cleaning the crockery and the cutlery before laying the table.

Now they got busy in the kitchen. However, they got the help of mother, in making *kababs.* Qaisara was an expert in preparing *fruit-chat,* while Shahnaz thought she could make excellent sandwiches. Both had a nice time in preparing things of their own choice. They finished their work

well in time and were satisfied with what they had prepared.

By then it was afternoon. Father came home and brought a big, splendid cake. It bore, the name of Shahnaz with a wish for a happy birthday. He also brought other eatables so that nothing was missing from the menu. Shahnaz and Qaisara arranged everything on the table, giving the place of honour to the birthday cake.

They also made arrangements for providing the guests fun and laughter with party games, like "passing the parcel", "treasure hunt" and "musical chairs".

The "parcel game" was to be very interesting and exciting. A piece of toffee was put in a small carton which was wrapped with many layers of coloured paper. Each layer concealed a slip of paper which bore one of such commands: 'sing a song', 'crow like a cock", 'bleat like a goat', 'bray like a donkey.' The parcel was to pass from one guest to another. Each would remove only one layer of the wrapping, and get the 'punishment' that fell to her lot. The one who got the parcel last would get the prize, the piece of toffee.

In 'treasure hunt', small packets of sweets wrapped in paper were to be hidden at different places in the room. The guests were to look for them everywhere till all the "treasures" were found.

The "musical chairs" would be the last item of the programme, and the winner would get a prize.

Soon the guests started arriving. Shahnaz was clad in a beautiful dress and so were all her friends. She received gifts from the guests and expressed her thanks. When all the guest had arrived, Shahnaz cut the birthday cake amid claps and cheers, and then the tea was served.

After the tea, the guests enjoyed themselves with amusements of all sorts. It was quite late by the time the guest left. Shahnaz was happy because it was a good party and everybody had enjoyed it.

**B: Mending a puncture**

Riding a bicycle is a joy, when one is young. But this joy suddenly vanishes, when the cycle you are riding gets punctured. Suppose you are off from school. You are riding back home merrily. Suddenly, a whizzing sound comes from your hind wheel. You feel, while riding that the tyre has lost its tightness and is pressing flat against the ground. You get down the bicycle. Sometimes, there is a tyre burst, frightening you and the passers-by.

This emergency should not worry you if you are prepared for it. You lay your bicycle on the ground and leave it there. You take out your kit for mending the puncture. It contains a wrench, a piece of old cycle tube, a pair of small scissors, sandpaper, a colour pencil and sticking solution.

Then you get some water in a large shallow pot. You take one edge of the tyre off the rim. You take out the tube and inflate it.

You dip the inflated tube into the pot of water bit by bit. The moment the punctured part of the tube goes under water, air bubbles will be seen coming out of the small hole with a hissing sound. You mark the spot with a colour pencil. The whole of the tube is tested in this way, and all the punctured parts of the tube are marked.

You deflate the tube and let it dry. Then you take the sandpaper and rub the tube at the punctured spot, till the surface gets rough. You cut a piece from the old tube according to the size of the puncture. You also make its surface rough with the sandpaper. Now you take the sticking solution. You apply some of it to the tube, as well as to the piece of rubber, and rub it with your finger. You wait for some time till the solution dries a little. You place the piece of rubber on the puncture and press it tight. It sticks to the tube. The puncture has been mended. You put the tube back into the tyre, pump air into it and ride as you wish.

This is how one may mend the puncture by oneself. The process of mending a puncture at a cycle shop is a different one. A kind of half solid rubber solution is applied to the punctured part of the tube. It is heated at a certain temperature for some time in a machine which is a sort of press. The solution melts and sticks to the tube so that

both are inseparable. This method of mending the puncture is common these days and is more durable.

### Exercises

A. **Comprehension:**

1. Why was the party arranged?
2. What was the menu of the party?
3. What was written on the cake?
4. What games were arranged for the guests?
5. Why was Shahnaz happy at the end of the party?
6. When is a bicycle-ride a joy?
7. When does this joy vanish?
8. What does the kit for mending the puncture contain?
9. What happens when the punctured part of the tube goes under water?
10. What do we use to make the tube rough by rubbing?

B. Learn the meanings and spellings of the following words from the lesson and use ten of them in sentences of your own:

crockery; cutlery; honour; eatables; parcel; layers; containing; wrapped; treasures; served; menu; riding: joy; suddenly; vanish; puncture; whizzing; tightness; press; frighten; passers-by; emergency.

C. **Make nouns from the following.**

invite, busy, prepare, discuss, decorate, punish, collect, sing, decide.

**Example:**-invite: invitation.

D. **Complete the spellings of the following:**

rem__ber, b___ght, cro___ery, ki____hen, fr____t, ve_____table, tr____sure, wra___ed.

E. **Fill in the blanks.**

1. Shahnaz was very_____because it was her birthday.
2. She had_____her friends to a party.
3. The two friends talked_____the menu.
4. Now they got_____in the kitchen.
5. They decided to_____the rest of the things from the market.
6. Riding a bicycle is a_____when one_____young.
7. You are_____back home merrily.
8. Suddenly a_____sound comes from your_____wheel.
9. You_____your bicycle on the ground.
10. You_____out your kit for_____the puncture.
11. _____there is a tyre burst_____you and the passers-by.
12. This _____should not worry you if you are____for it.

F. Composition:

1. How is the 'parcel' prepared for the 'parcel game'?
2. How is the game 'treasure hunt' played?
3. Describe the process of mending a puncture.
4. What is the process of mending a puncture at a bicycle repair shop?

G. **Idioms:**

1. **Odds and ends:** a collection of objects not belonging

to any group or order; left over and discarded.

*Example:* I have no complete sets of text-books, only odds and ends.

*Exercise:* That shop does not sell anything in particular. It has only *stray pieces of furniture, but no sets.* (Instead of the italicized words, use the idiom).

2. **Under ones' nose:** immediately within reach.

*Example:* He searched all over for it, though it was lying under his nose all the time.

*Exercise:* You don't have to go far. It's *immediately within your reach.*

3. **To poke one's nose into:** to meddle or interfere.

*Example:* Don't poke your nose into other people's affairs.

*Exercise:* She has the bad habit of *interfering in matters* that are not her concern.

4. **To kick up a row:** to make a noise, or disturbance.

*Example:* You need not kick up a row. Ask politely.

*Exercise:* If you don't *agitate,* you will not be paid attention to.

5. To wind up: to bring to an end.

*Example:* That company is winding up its affairs.

*Exercise:* I'm using my last week in the country to *finish all* my business here.

H. **Idiomatic structures explained:**

"Telegrams of congratulations *poured in*" means "A great number of telegrams of congratulations arrived."

"*Pour me out* a cup of tea" means "Please serve me a cup of tea from the pot."

"He *poured* some medicine *over* the wound" means. "He let some liquid medicine flow over the wound."

"*Put on your* shoes" means "Wear your shoes".

"*Put on* the light" means "Switch on the light."

"I have *put on* weight" means "My weight has increased".

**I. Non-textual Exercises:**

*Mine, yours, his, hers, ours, theirs.*

*Examples:* *These shoes* are neither *mine* nor hers. Those *are yours,* not theirs.

I wonder where *ours* are kept.

*Exercise:* Match a sentence of Column A with the right one from Column B.

| Column A | Column B |
|---|---|
| 1. These books belong to me. | 1. Hers are new |
| 2. She has new ones. | 2. They are mine. |
| 3. They won't lend their car. | 3. I want yours. |
| 4. Give me your bicycle. | 4. Theirs cannot be borrowed. |
| 5. Their car has broken down. | 5. His are sold out. |
| 6. He sold all the books he had. | 6. Theirs is out of order. |

# THE USES OF ADVERSITY

## *Anonymous*

Fairer is the manuscript
When the reed is clipped;
Clearer runs the message, when
There's a trimming of the pen.

Dimly burns the lantern, but
When its wick is cut
Perfect will its lustre be
Through the wick's deficiency.

*(Moorish Poetry)*

A. **Notes:** Anonyomous–the poet's name is not known.

The first stanza,

line 1: *manuscript:* document written by hand.

line 2: *reed:* a pen made from a dried reed.

line 4: *trimming:* the point of the reed needs to be sharpened from time to time.

The second stanza,

line 2: *wick:* a bit of cotton or thread in a lamp on which a flame is lit.

line 3: *lustre:* shining light.

line 4: *deficiency:* reduced size.

B. **Exercise:**

1. What is the message of this poem?

2. Give other examples of the uses of adversity which you observe in daily life.

C. **Idiomatic Structures explained:**

1. "Only two out of ten people can read" means "Only one-fifth of the population can read."

2. "Instead of writing, you could phone" means "you could use the telephone instead of writing."

3. "Inspite of three warnings, he continued to misbehave" means. "He did not stop misbehaving though I warned him three times."

4. "Because of you we won the match" means "It was due to your efforts that we won the match."

5. "They died for the sake of the country" means. "They died for the welfare of the country."

6. "He kept coming every now and again" means "He kept coming from time to time, or at frequent intervals."

7. "Now and again the car kept stopping" means "The car kept stopping frequently."

8. "He dropped ink on his book and had to write it all over again" means "He had to re-write his work which was spoiled by ink."

9. "I warned you time and again not to disturb the class" means "I warned you several times not to disturb the class."

D. **Idiom:**

**In black and white:** in writing.

*Example:* I will not accept your offer until I see it in black and white.

*Exercise:* I cannot accept your oral complaint. It must be in *writing.*

## MAKING A SUMMARY

No matter what job a person has, he needs to read a lot. Only by wide reading can a person keep up with the latest developments in his own field of work and in the world at large. But since there is too much to read, people make use of summaries.

A good summary is generaly one-third of the length of the original passage. It must present all the important points in a precise form. Hence it is also called a "precis" (pronounced: pray-see).

To make a precis, there are five skills which are needed. The first is generalising. This means that one must be able to give one general word or phrase for a long list of words. An example is: "Oranges, bananas, apples, grapes, pears, peaches." All these can come under the general word: "fruit".

A more important skill is the ability to select facts which concern the main ideas in the passage, and reject details having little or no importance. For example, out of the following three sentences, the middle one could easily be rejected: "The dog was very fierce. The dog howled all night. So the neighbours never went near it". It is useful to give the passage a title. This helps us to select what is important.

The third skill to learn is to compress several words into one word or phrase. For instance, "that

which cannot be seen" can be compressed into "invisible", and "that which cannot be avoided"; can be reduced to "inevitable".

One difficulty which arises is how to deal with sentences having direct speech (i.e. sentences in inverted commas). If we retain the inverted commas, we should not make any reduction in the sentences, as this would not be correct. Quotations must be given intact, without change. So to overcome this problem, we change the passage from direct speech to indirect speech. After this, we are free to summarize what has been said.

For Example: "Please stop that noise. I want all of you to be quiet", she said. This can be reduced to: She told them to be quiet.

Care must be taken when making a precis not to state personal opinions as if they were true for all people at the times. Look at this: "Wasim is the best cricketer in world, and there is no one to equal him". Obviously, this is a personal opinion. The summary is not: "Wasim is the world's best cricketer" but: The auther feels that Wasim is the world's best cricketer".

**Exercises**

A. **Give a general word or phrase for the following:-**

1. Football, cricket, hockey, volleyball.

2. Tables, chairs, sofas, cupboards.

3. Snakes, crocodiles, lizards.

4. Lions, bears, tigers.

5. Sheep, goats, horses, camels, donkeys.

**B. Delete the sentence from the following sets of three sentences which does not concern the other two:-**

Set 1: The car was black in colour. The car had worn-out tyres. So it could not climb on steep hills.

Set 2: The car was black in colour: The car had worn-out tyres. So it could not be seen in the dark.

Set 3: The students did not prepare for the test. They came without uniforms. So they could not answer questions properly.

Set 4: The students did not prepare for the test. They came without uniforms. So the chowkidar could not make out who they were.

Set 5: He had a tooth-ache. His big toe was also injured. So he went to the dentist.

**C. Compress the following phrases into one word:-**

1. That which cannot be done=

2. That which cannot be eaten=

3. That which cannot be described=

4. That which cannot be conquered=

5. That which cannot be read=

**D. Change the following from direct into indirect speech:-**

1. "She is lonely," they say.

2. "Could it be mended"? they asked.

3. "Open the suit-case," he said to them.

4. "I am unwell" he says.

5. "I was lying," he confessed.

**E. Rewrite the sentence (a) by completing the sentence (b):-**

1. (a) Parliamentary democracy is the worst form of government.
   (b) The speaker said that.....

2. (a) Ghalib is the greatest Urdu poet.
   (b) The critic thought that.....

3. (a) The girls of Ruritania are the most beautiful in the whole world.
   (b) In his opinion, the.....

4. (a) It is high time that the present system of education was changed.
   (b) The author felt that.....

5. (a) Alexander the Great was the greatest general ever known.
   (b) The writer considered that.....

**F. Take any paragraph of this book and reduce it to one-third of its length.**

Make-use of the five skills you have been taught.

## THERE'S A GOOD TIME COMING

*[This poem is written by Charles Mackay (1814-1889), a Scottish song-writer. He was born in Perth. His mother died while he was an infant. He went to school in Brussels in 1828 and began writing verses in both English and French in 1830. He returned to London and worked for the "Morning Chronicle" till 1884 and then became editor of "Argus". Besides his extremely popular songs, some of which still live, Mackay wrote books on travel, history and biography and was a good all round journalist.]*

There's a good time coming, boys,
A good time coming;
We may not live to see the day,
But earth shall glisten in the ray
Of the good time coming.

Cannon balls may aid the truth,
But thought's a weapon stronger;
We'll win our battle by its aid–
Wait a little longer.

There's a good time coming, boys,
A good time coming;
The pen shall supersede the sword,
And right, not might, shall be the lord
In the good time coming.

Worth not birth, shall rule mankind.
And be acknowledged stronger;

The proper impulse has been given-
Wait a little longer.

There's good time coming, boys,
A good time coming.
War in all men's eyes shall be
A monster of iniquity
In the good time coming.

Nations shall not quarrel then,
To prove which is the stronger;
Nor slaughter men for glory's sake
Wait a little longer.

There's good time coming, boys,
A good time coming;
Let us aid it all we can,
Every woman, every man,
The good time coming.

Smallest helps, if rightly given,
Make the impulse stronger;
'T will be strong enough one day
Wait a little longer.

*Charles Mackay*

A: **Notes**

**Lines:**

1. good time: usually means a short period of enjoyment: here it means an era of happiness, which will possiibly last forever.

4. glisten: shine.

6. cannon-balls: shells fired from guns.

12. supersede: take the place of.

16. acknowledge: admit.

17. impulse: push; urge; here direction.

22. monster of iniquity: gross injustice.

26. slaughter: murder; kill.

glory's sake: to win fame and honour.

B. **Exercises:**

1. Do you agree with the poet that a good time is coming?
Write your answer in about 50 words.

2. What future does the poet promise for us?
Does he expect us to make some effort for achieving it?
Give your answer in about 50 words.

C. **Idiomatic Structures explained:**

1. "I practise so that I may be perfect" means "I am practising in order to be perfect"

2. "The servant looks after the children" means "The servant takes care of the children".

3. "Put up the flag" means "Fly the flag".

4. "Elections took place in March" means "Elections were held in March".

5. "The Governmment called out the army to restore order means "The Government used the army to restore order".

6. "Call the doctor at once" means "Call the doctor immediately".

7. "She takes pains over her work" means "She takes a lot of trouble over her work".

8. "The exam results will come out in June" means "The results of the exam will be released in June".

9. "Well done. Keep it up"means "Congratulations. Maintain your high standard".

10. "The chieif guest gave away the prizes" means "The chief guest distributed the prizes".

## THE CUSTOMS OF VARIOUS REGIONS OF PAKISTAN

Pakistan is full of beautiful natural scenery. In the north are the snow-capped mountains with their silvery waterfalls and cool lakes. The central part consists of the fertile green plains of the Punjab and Sindh. Then there are the rocky regions of Balochistan and the beautiful shores of the Arabian sea. These geographical variations are reflected in the customs of the people of various regions of our country.

The tribal people and the Pathans of the north are sturdy and brave. Through the ages they have fought the invaders coming from the north. Even today a Pathan from the tribal area will rarely be seen without a firearm of some kind.

The power of a tribe depends upon the number of its menfolk. The birth of a son is, therefore, regarded as a great blessing for the family. The proud father announces the birth of a son by rifle-shots.

Sheep are bred in large herds on the green slopes of the northern region. The favourite food of the people is meat. Roast mutton and spicy *chapli kababs* are popular dishes. They are frequently prepared at special *Kabab* shops. The Pathans are very hospitable by nature. Their generosity to their guests is well known. They will protect a visitor or a

Person whom they have given refuge, even at the cost of their own lives. Marriages are arranged by parents.

The Punjab, the land of five-rivers, has been called the "Heart of Pakistan" by the Quaid-I-Azam. It has always been a center of culture and a seat of learning. The University of Taxila flourished nearly two thousand and five hungered years ago. Even today a large number of schools, colleges and universities are flourishing in the Punjab. The habits, dialects and dress vary from place to place. With nearly every district, some particular craft is associated. The inlaid furniture of Chiniot, the sports goods of Sialkot, the cutlery of Wazirabad, the pottery of Gujrat, and Bahawalpur and the embroidery of Multan are famous all over the country.

The Punjabis are religious by nature. Most of their festivals and fairs are connected with Urs at the shrines of famous saints. People from all over the country gather at these shrines, sing devotional songs called Qavvalis and participate in the festivities of the fair. The famous Mela chiraghan held in Lahore every year is the Urs of saint Madho Lal Hussain. Hundreds of thousands of people participate in the Urs of Hazrat Baba Farid Shakar Gunj at Pakpattan and that of Data Gunj Bakhsh in Lahore.

They get together in the *Chopal* where they discuss their daily problems, seek advice, and settle some of their disputes without going to the courts. Usually they sit talking happily together just for the pleasure of being together. Sometimes younger people sing '*Mahya*' or the ever popular '*Heer!*'

In a village wedding, the close relatives of the bride and groom come to stay many days before after the wedding. The whole village participates in the function. Girls amuse themselves by dancing the *Luddi* in the house, and the men express their joy by dancing the *Bhangra.*

In Balochistan, which is made up of vast barren lands and dry mountains, extreme weather makes life quite difficult for the people. Even though large and small town have developed, many people still live a nomadic life. The keep shifting their homes. In winter, they come down from the mountains and in summer go back to their homes in the hills.

In extreme cold weather, they place a Sandly (a Local coal stove) with a little burning coal in the middle of the room. It is kept under a table and a large quilt or a blanket is spread over the table. All the members of the family get under the quilt or the blanket to keep themselves warm.

The Balochis lead a simple life. They spread a blanket on the floor, place the food in the middle

and sit around it to have their meals. They usually sit and sleep on the floor and entertain their guests in the same way. Well-to-do families use carpets instead of blankets.

The rocky area is mostly barren and water is hard to get. Women have to carry water from long distances. The women of Balochistan wear most of their jewellery all the time. The traditional jewellery of Balochistan is beautifully designed.

The Balochi wedding ceremonies are performed amidst songs and laughter with men and women dancing to the lively beat of drums. The groom feasts his own and the bride's guests. The food is brought along with the Baraat.

The civilization of Sindh,(the Valley of Mehran) is one of the oldest in the world. The ancient city of Moen-jo-daro dates back to 2500 B.C. and its ruins speak of the highly developed society that existed there about 5,000 years ago.

Most festivals in Sindh, as in the Punjab, are of a religious nature. Devotees from all over Pakistan come to the Urs of mystic poets and saints like the Shahbaz Qalander and Shah Abdul Latif Bhitai. Many folk-songs are sung to their memory.

The folk-music of Sindh is very sweet and melodious. The '*Ek-Tara*' is a popular one stringed instrument used in Sindh from ancient times. The

'*Alghoza*' is another instrument typical of this region.

The Sindhi embroidery is admired all over Pakistan as well as in foreign countries. The dresses of both men and women are colourfully embroidered in silk thread. Even for their usually daily wear, most women wear dresses embroidered heavily in thread, beads and mirror. Mirror-works is al so done on purses and cushions.

Some of the customs of Pakistan come from the age old social traditions of land, and some from religious background. But, no matter what their origin, these colourful and interesting customs add charm to the life of the people of the various regions of Pakistan.

**Exercises**

A. Comprehension:

1. What sort of people are the Pathans?
2. What food do they like?
3. How does a tribesman announce the birth of a son?
4. Why does he announce it?
5. Why is the Punjab called the seat of learning?
6. Which is the university that existed in Pakistan about two thousand and five hundred years ago?
7. Where do the Punjabi farmers sit in the evening?
8. What is the result of extreme weather on the lives of the Balochis?

9. In a Balochi wedding who feasts the guests of both The bride and the groom?

10. How old is the civilization of the Valley of Mehran?

11. Who are the famous Saints of Sindh?

12. What are the famous craft of Sindh?

B. Learn the spellings and meanings of the following words from the lesson and use tem of them in sentences of your own:

fertile; regions; sturdy; weapon; rifle; announce; slops; mutton; refugee; silvery; participate; festivities; nomadic.

C. Frame ten sentence from the table using after, at, into, out Or for, in column 3:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| We | | after | the map. |
| They | | at | the window. |
| The Pathans | Look | into | their guests well. |
| The Balochis | | out | water in the mountain. |
| | | for | |
| The village elders | | | the disputes among the villagers. |

D. Fill in the blanks in the sentences given below from the following words:

festivals, favourite, barren, bread, protect, sturdy, brave, blessing, devotional, ancient, popular.

1. The birth of a son is, therefore, regarded as a great_____ for the family.

2. The Pathans of the north are____and____.

3. People from all over the country participate in the 'Urs' and sing_____song.

4. They will ____ a visitor even at the cost of their own lives.

5. The _____ food of the people is meat.

6. Roast mutton and *Chapli Kababs* are ____ dishes.

7. Most ____ in Sindh, as in the Punjab, are of religious nature.

8. Sheep are ____ in large herds on the green slopes of the northern regions.

9. The rocky area is mostly _____.

10. The _____ city of Moen-Jo-Daro dates back to 2500 B.C.

D. **Composition:**

1. How are the marriages arranged and the wedding ceremonies performed among the Pathans and the Balochis?

2. Why is the Punjab called the "Heart of Pakistan"?

3. What is an *Urs* and how is it celebrated?

4. How do the Balochis keep warm in a room in clod weather?

E. Noun-textual Exercises:

1. Sometimes/often:

*Examples:*

1. Sometimes, younger people sing 'Mahya'.
2. The fisherman sometimes works individually.
3. He is often late for class.

*Exercise.* Cut out what is incorrect from the brackets.

1. It doesn't (often/sometimes) rain in dry countries.
2. (Often/Sometimes) he is sick though he is normally healthy.

3. His old rickety car gives him trouble quite (often / sometimes).
4. He is very attentive but falls asleep in class (sometimes/often)

2. farther from-than, farther than.

*Examples*

1. Multan is farther from Karachi than Hyderabad.
2. He can walk farther than his younger brother can.

*Exercise* Cut out the wrong expression from the brackets.

1. Lahore is (farther from / farther than) Karachi than Multan
2. You can not go (farther from / farther than) 160 kilometers on this road.

3. What ..... Like?

*Example:* What is the weather like in Murree?

*Exercise* Delete the word which is not suitable in the sentences that follow.

1. What is the ( temperature, thermometer ) like in winter
2. What are the ( cost / prices ) like before Eid.

G. **Idioms:**

1. **To see eye to eye with someone:** to have the same opinion or to agree with.

*Examples :* I don't see eye to eye with my friends specially when they ask me to stop further studies and join some service.

*Exercise* Management seldom has the same opinion as labour. (Substitute the idiom).

2. **To turn a deaf ear to:** to pay no attention.

*Example:* Never listen to rumours. Turn a deaf ear to them.

*Exercise* The employee kept pleading his case but the manager *reused to pay any attention to it.* (substitute the idiom).

3. **A black sheep:** a bad character in an otherwise good group.

*Example:* All others are respectable, but he's the black sheep in the family.

*Exercise:* Our school has produced very good citizens but there are a *few persons of bad repute too.* (substitute the idiom).

4. **To take to task:** to call to account, to blame, to rebuke.

*Example:* The boys was taken to task for coming late.

*Exercise* Those who are corrupt will have to give an Account of their doings. (Substitute of idioms).

5. **Far and wide:** over a large area.

*Example :* We searched far and wide but couldn't find the lost child.

*Exercise:* This tour will take you over a large area of the Country. (substitute the idiom).

6. **At large :** at liberty, or free.

*Example:* The people were afraid because the murderer was at large.

*Exercise:* The politician is popular with all classes of people. (substitute of idiom).

## THE MAN WHO WINS

**Anonymous**

If you think you are beaten, you are.
If you think you dare not, you don't.
If you like to win, but you think you can't,
It is almost certain you won't.

If you think you'll lose, you're lost,
For out in the world we find
Success begins with a fellow's will
It's all in the state of mind.

If you think you are outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.

"Life's battles don't always go
To the stronger or faster man,
But soon or late the man who wins
Is the man **WHO THINKS HE CAN!"**

A. Notes:

First stanza, line 1: beaten defeated.

Second stanza, line 2: out in the world: in our experience.

Third stanza, line 1: outclassed: proved inferior to another.

B. **Exercise:**

1. Express line 3 and 4 of the first stanza in your own

word.

2. Do you agree with the message of this poem? Why?

**C. Idiomatic Structures explained:**

1. "Never give up without a fight" means " Never surrender without a fight."

2. "I'm giving up this job for a better one" mean "I'm leaving this job for a better one."

3. "She will never seek divorce, since she doesn't want to give up her children" means "She will never seek divorce since she doesn't want to lose her claim to her children."

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(Revised by National Committee for Review of Textbooks.)

# قومی ترانہ

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کشورِ حسین شاد باد
تو نشانِ عزمِ عالی شان
ارضِ پاکستان
مرکزِ یقین شاد باد

پاک سرزمین کا نظام
قوتِ اخوتِ عوام
قوم، ملک، سلطنت
پائندہ تابندہ باد
شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال
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